

॥ अंतरी पेटवू ज्ञानज्योत ॥



**North Maharashtra University,**  
**Jalgaon**

**Syllabus For I, II & III Part**

**B.S.W.**

**( W.e.f. June, 2003 )**

(1)

**North Maharashtra University, Jalgaon**  
**Structure of the B.S.W. - Course**  
**(W.e.f.2003)**

The Structure of the B.S.W. Three year degree course. (Bachelor of Social Work)

**A) B.S.W. - 1<sup>st</sup> Year**

<u>Subject Paper</u>	<u>Maximum Marks</u>
1. English	100
2. Basic Social Work Theory Papers 4x100 =	400
3. Field Work - [Internal assessment]	<u>100</u>
	600

**B) B.S.W.- IInd Year**

1. English	100
2. Basic Social Work Theory Papers - 5x100 =	500
3. Field Work [Internal assessment]	<u>100</u>
	700

**C) B.S.W.- IIIrd Year**

1. English	100
2. Basic Social Work Theory Papers - 5x100 each	500
3. Field Work [Internal assessment]	100
4. Research Dissertation -	150
5. VIVA - VOCE [External assessment]	<u>50</u>
	900

[based on field work practicum Research Dissertation and Theory Papers].

**Grand Total of Marks**

1. B.S.W. - Ist Year	-	600
2. B.S.W. - IInd Year	-	700
3. B.S.W. - III <sup>rd</sup> Year	-	<u>900</u>
<b>Total</b>		<b>2200</b>

**Written Theory Subjects**

There shall be 17 [Seventeen] written theory subjects [including English subjects] of 100 marks each during Three Years of B.S.W. course. B.S.W.- IInd year and B.S.W.- IIIrd year Annual written examination for each theory paper of 100 marks will be conducted by University at the end of the year in April the students who have failed in any subject may appear for University examination to be held in the month of October/November.

**Field Work [ Internal assessment ]**

- I] No grace marks shall be allowed for passing in Field Work
- II] The Field Work of every student shall be supervised by the faculty Supervisor, who will have weekly individual conference and monthly group Conference related to field work With every student.
- III] Field Work will be evaluated internally by the college twice a year at the end of First Tsserm and second term for 50 marks each and the marks obtained by the students Shall be sent to the university before the respective examinations. Field Wrok shall be Done at the recognised social work agencies and community settings.

- iV] The duration of Field Work shall be minimum of 15 [fifteen] clock-Hours spread over two days in a week covering 80% attendance of student
- v] Field work will be evaluated internally by the college twice a year at the end of first term and second term for 50 marks each and the marks obtained by the students shall be sent to the university before the respective examinations. Field work shall be done at the recognised social work agencies and community settings.
- vi] The student who fails in Field work shall have to repeat the same process in the next subsequent academic session. The performance of the student will be assessed on the basis of a fresh field work done and record maintained by the student as a regular student
- vii] Field Work records shall include field work journal files attendance sheets and time diary.
- viii] All the field work records shall be presented or retained by the college for a period minimum of five years from the date of university examination.
- x] The field work shall comprise for B.S.W.- 1st year B.S.W.- II nd year and B.S.W.- III rd year respectively of the following components

B.S.W.- I year Components {1st Term}		Marks Allotted
1]	Observational Visits to welfare Agencies-	20
2]	Group discussion - [on Field Work]	10
3]	Record keeping	10
4]	Viva - Voce - [Internal] Individual Conferences	10
		50

#### II nd Term

1]	Village Camp	20
2]	Class room paper reading	10
3]	Record keeping	10
4]	Viva - Voce - [Internal] [Individual Conference]	10
		50

Marks 50 + 50 = 100

#### B.S.W.- II nd year { 1st Term }

<u>Components</u>	<u>Marks Allotted</u>
1] Concurrent Field work [Case work & Group work]	25
2] Class room seminar	10
3] Record Keeping	5
4] Viva - Voce - [Internal] [Individual Conference]	10
	50

#### II nd Term

1]	concurrent field work [case work & group work]	25
	discussion on [case work & group work]	10
2]	Class room paper presentation and group discussion	5
3]	Record Keeping	10
4]	Viva- Voce - [Individual conference]	50

[Internals Marks - 50+50 = 100

#### B.S.W. - III rd year {1st Term}

1]	Concurrent field work - [Community work]	25
2]	Class room Seminar	10
3]	Record Keeping	5
4]	Viva- Voce [Internal] [Individual Conference]	10
		50

## IInd Term

1]	Concurrent field work [Community work and Agency Administration]	25
2]	Class room paper Presentation & group discussion	10
3]	Record Keeping -	5
4]	Viva-Voce - [Internal]	10
	[Individual conference]	50
		50+50 = 100

## Research Dissertation

- 1] B.S.W. IInd year student is required to select an appropriate topic for his Research Dissertation and complete the same in prescribed period of time and shall be submitted to the university before Commencement of annual examination and must be signed by concerned research quire and Principal of the college.
- 2] The Research Dissertation will be evaluated for 150 marks -
  - 50 marks Internal Assessment
  - 100 marks external Assessment
- 3] The Research Dissertation shall consist of minimum 60 pages and should not exceed 80 pages

## Viva- Voce

- 1] There shall be a Viva- Voce of 50 mark for B.S.W. IInd year
- 2] Viva- Voce will be conducted by university at the end of B.S.W. IInd year, after the annual examination.
- 3] Viva- Voce will be have external assessment and based on Research Dissertation, Theory and Field Work.

## Heads of Passing

The following shall be separable heads of passing -

- 1] Written Theory Papers -
- 2] Field Work
- 3] Research Dissertation
- 4] Viva - Voce

Failure in any one of the above heads shall be considered failure of the B.S.W. course.

Rules pertaining to conduct of examination and standard of passing.

- 1] Term-end examination for B.S.W. -I, B.S.W. - II and B.S.W.-III year will be conducted by the college at the end of first term every year.
- 2] Annual Examination - of B.S.W. - 1st year B.S.W. IInd year and B.S.W. IIIrd year will be held by university in the month of April every year respectively. Annual examination papers will be set-by the panel of paper of paper setters appointed by the university and answer books will be assessed externally. The question paper will be set out on the syllabus of the subject for 100 marks and written examination will be of the duration of 3 [three] Hours.

## A. T. K. T.

- 1] The candidate must pass in 3 [three] written theory subjects out of 5 [five] in the B.S.W.- 1st year university examination to be eligible for B.S.W.- IInd year admission.
- 2] The candidate must pass in 4 [four] written theory subject out of 6 [six] in the B.S.W. IInd year university examination to be eligible for B.S.W.- IIIrd year admission.
- 3] The candidates failing in any theory paper may reappear for the October examination to be held by the university.
- 4] A student failing in field work in B.S.W.- 1st year will have to repeat the B.S.W 1st year including written theory papers similarly a student failing in field work in B.S.W. IInd year and B.S.W.- IIIrd year will have to repeat the B.S.W. IInd year and B.S.W. IIIrd year including written theory papers respectively.

- 5 A student failing in Research Dissertation will have to rewrite the research dissertation and submit it to the university in the same session within a period of [three] months from the date of declaration of the result.
- 6 A student failing in Viva- Voce will be called again for viva- voce in the same session within a period of 3 [three] months from the date of declaration of the results.

#### Minimum Requirement for Passing

- 35 % marks in each written theory paper.
- 50 % marks for passing in field work Every year of B.S.W.
- 50 % marks for passing Research Dissertation.
- 50 % marks for passing viva-voce.

#### Award of Class

- 66 % marks and above – First Class with distinction
- 60 % marks and above first class.
- 55 % marks and above second class with B+
- 50 % marks and above second class
- 35 % marks and above pass class

#### Syllabus of B.S.W – 1st Year

Sr. No.	Title of the Subject	Marks
	English	100
2	History and Fields of social work	100
3	Contemporary Ideologies of social work and Indian Social Problems	100
4	Social Work Method – I [work with individual and families]	100
5	Psychology	100
	Field Work [Detailed Note]	

#### B.S.W. - IInd year

1	English	100
2	Social Work Method – II [work with community]	100
3	Social Work Method – II [work with group]	100
4	Social work Research	100
5	Management of Developmental & welfare services	100
6	Sociology for social work	100
	Field Work [Detailed Note]	

#### B.S.W. – IIIrd year

1	English	100
2	Integrated social work practice & professional growth	100
3	Tribal Anthropology & social work	100
4	Communication for social work	100
5	Social policy & planning & Administration	100
6	Legal system in India	100
	Field Work [Detailed Note]	100
	Research Dissertation [Detailed Note]	150
	Viva- Voce [External]	50
	[Detailed Note]	

**North Maharashtra University Jalgaon**  
**Revised syllabus for B.S.W. 1st year English ( Compulsory )**  
**To Be implemented from June 2003**

1) **Recommended Texts**

- 2) English for students of Arts  
Prepared by N.M.U. Jalgaon
- 3) High-school English Grammar and composition  
Wren and Martin  
Published by – S. Chand & Company  
Following texts to be prescribed

**A) Short stories**

- 1) The gift of Magi –O. Henry
- 2) A shadow –R.K.Narayan
- 3) The Mourners – V. S. Nepal
- 4) The Mother of a Traitor –Maxim Gorky

**B) Prose Section –**

- 1) Getting the message Across – AIDS Education –Indira Kulkshetra
- 2) National Integration and Education – Justice C. S. Dharmadhikari

**C) Poetry Section**

- 1) To be or Not to be – Shakespeare
- 2) Daffodils –Wordsworth
- 3) The unknown citizen –W.H. Aden
- 4) Request – Kamal DAs

**D) Grammar**

- 1) Tense – structure and uses
- 2) Auxiliaries –their uses
- 3) Noun – Number and Gender
- 4) Articles
- 5) Preposition

**E) 1) Information transfer**

- 2) Story writing

**Revised syllabus for B. S. W. 1st year English (Compulsory )**  
**To Be implemented from June 2003**

1)	FORMAT OF THE QUESTION PAPER	- 38 Marks
2)	Short stories , Prose Essays	- 22 Marks
3)	Poetry	- 24 Marks
3)	Grammar , Communication skills	- 16 Marks
		<b>100 Marks</b>

**Q-1** Attempt any one of the following question in about 250 Words. (short stories ) ( One out of Three) 16

**Q-2** Attempt any one of the following question in about 250 Words. Prose Essays (One out of three ) 16

**Q-3** Attempt any two of the following in about 100 words (Poetry) (Two out of four) 16

**Q-4** A) Comprehension (Short story/ Prose) (one out of two) 8  
 B) Comprehension (Poetry) ½ 8

**Q-5** Grammar- 4  
 a) Fill in the blanks (articles) 4  
 b) Fill in the blanks (preposition) 4  
 c) Fill in the blanks correct verb forms. 4  
 d) Do as directed 4

e, Give plural forms of	4	*
f) Give feminine forms of	4	
Q-6 A) Information Transfer	8	
B) Story Writing	8	

### B.S.W.-I

#### History and Fields of Social Work

#### Introduction

This course aims at introducing the learners to a critical inquiry into the history of ideologies of social change and professional social work.

#### Objectives

- Understand of the history of evolution of Social Work Profession, both in India and the West.
- Develop insight into the origin and development of ideologies/approaches to social change.
- Understand rationale, goals, ideals, and ethics for social change.
- Understand the perceptions of people and social problems, the status of benefactors and their motives.
- Develop skills to understand contemporary reality in its historical context.
- Understand self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalisation of vulnerable groups.

#### Come Contain

#### Part- A

- Indian history of Social Work Profession**
  - \* Introduction
  - \* Beginning of social work education
  - Welfare versus development orientation in social work
  - Professionalisation of social work values, education, knowledge, and professional association.
  - Goals, values, functions/role and process of social work
  - Interface between professional and voluntary social work.

10
- Indian History of Ideologies for Social Change**
  - \* Modern period, Christianity in India Hindu reform movements.
  - Dalit movements.
  - Gandhian Ideologies and Sarvoday Movement.
  - Nationalism. Ideology of the Indian Constitution.
  - Ideology of voluntary organisation And voluntary action.

6
- Western History of Ideologies for Social Changes**
  - \* Organized and scientific charity
  - \* Beginning of social work education.
  - Clinical social work
  - Ecological social work.
  - Attributes of a profession. Professionalisation of,
  - Social work education, knowledge, and Professional associations.
  - Goals, values, function/roles and process of social work.

6
- Western History of Social Work Profession**
  - \* Medieval Period. Judeo- Christian ideologies. Secular humanism and Protestantism
  - Modern period Rationalism & Welfarism
  - Liberalism and democracy.
  - Utilitarianism and Social Darwinism.
  - Socialism and human rights.
  - Overview

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## **Part-B**

- |  |   |
|--|---|
| a. Family and child welfare.                           | 4 |
| b. Youth Welfare.                                      | 4 |
| c. Correctional Work.                                  | 4 |
| d. Services for the physically & Socially handicapped. | 4 |
| e. Medical and psychiatric social work.                | 4 |
| f. Tribal, rural and urban welfare.                    | 4 |
| g. Industrial welfare.                                 | 4 |
| h. Community welfare service.                          | 4 |

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**CONTEMPORARY IDEOLOGIES OF SOCIAL WORK****INTRODUCTION**

This course aims at helping the learners to understand fundamental objectives of social work profession, its values and ethics as linked to contemporary ideology for social changes

**Objective**

- Gain information about contemporary ideologies of social work and social change.
- Develop skills in ethical decision making at macro and micro levels.
- Explore own assumptions, ideals, Values and experiences about people and their problems in order to develop sensitivity to the marginalisation of vulnerable groups.
- Understand the values of social work, and consciously apply those in practice.

**Course Content****Part-A**

- Contemporary ideologies For Social Change
  - \* Introduction
  - \* Neo-liberalism and globalization
  - \* Postmodernism.
  - \* Feminism.
  - \* Resurgence of the civil society.
  - \* Multiculturalism
  - \* Ideology of sustainable and people- centered development.
  - \* Ideology of action group & social movements.
  - \* Ideology of non-government Organizations. 10
- Contemporary Ideologies Social Work Profession
  - \* Marginalisation of vulnerable groups And limitation of professional social Work
  - \* Emerging ideologies of professional social work.
  - \* Social work values.
  - \* Goals, values, functions/role and process of Social work.
  - \* Personal attributes of a social worker 8
- Social Work Ethics
  - \* Concept and philosophy Ethics.
  - \* Ethical Responsibilities in Social work.
  - \* Ethical Decision-Making and Dilemmas in Micro and Macro Social Work Practice
  - \* Overview 12

**Part-B**

- India Social Problems
  - \* The meaning of social problems- concept of social disorganization causes of social disorganization 4
  - \* juvenile delinquency, crime, Alcoholism, prostitution, beggary. 10
  - \* Marital conflict, divorce, problems aging and infirm 10
  - \* Problems of illiteracy, problems of Child marriage, poverty, unemploy Marriage, poverty Unemployment Problems of slum and Population problem in India 10

**REFERENCE**

- |                                      |   |
|--------------------------------------|---|
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- 6.a. Shows greater ability and independence in the use of techniques in Working with N Individuals/group/communities such as:
- Fact finding and collating that data.
  - Advice, Guidance, reassurance.
  - Providing knowledge and information.
  - Creates awareness so as to provide simple workable solutions through different techniques like environment modification, reflection, behaviour change.
- b. Mobilises human and material resources in relation to tasks assigned.
- c. i. Shows greater selectivity in exploring facts.  
ii. Utilizes appropriate techniques, of fact finding.
- d. i. Critically understands the organizational philosophy policy objectives and rules administrative structure, and services structure.  
ii. Extends the objectives in relation to a wider system of health, Education, Welfare, and development programmes.  
iii. Supports agency's operational like filing maintaining registers, Ledger's Correspondence, project report. Summary recording Minutes, reports, appeals.
- e. Formulates objectives for planning, organizing, budgeting, evaluating special Projects and working in a team.
- f. Effectively contributions to staff meetings and provides relevant information.
- g. Suggests changes in the agency programmes, and recognizes own contribution in the agency process.

### SOCIAL WORK METHODS

#### [WORK WITH INDIVIDUALS, FAMILIES] [Course No. 1-4]

##### Introduction

This content helps the learner acquire skills of working with individuals and Families in various situation and settings.

##### Objectives

- Understand case work method and its contribution to social work Practice.
- Develop capacity to understand accept the uniqueness of individuals And groups.
- Understand the developmental and preventive goals in working with Individuals and families.

- d. Develop ability of establishing and sustaining a working relationship with The client system
- e. Develop self-awareness and skills in working with clients both Individually and in a group

The method and its Importance	Introduction to social case method: * Evolution of methods • Importance of case work as a method.	6
2 Nature of problems	* Types of problems faced by individuals and families Individual differences and needs.	6
→ Values & principles	* Values & principles of Social casework.	6
3 Process for work	* Components of case work method: person problem process and place.	6
4 Techniques	* Techniques: Communication listening professional relationship; Use of self with awareness.	6
4.1 Application	* Application of method to various situations.	6
4.2 Records	* Recording * Use of records as a tool.	2
5. Role of social Worker	* Role of social worker: Enabler, facilitator, resource mobilizes and guide.	2
6. Integration for practice	* Integrated approach to work practice.	3

#### Methods of Assessment

- a) Assignment 40% : Application of case work knowledge and skills by learner for a Client either from practice sitting or case illustration provided.
- b) Examination 60% Theoretical and integrating case work theory with fieldwork practice  
Examination 100% Answers to be illustrated with examples from the fieldwork Theoretical questions.

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#### 5 HUMAN GROWTH AND DEVELOPMENT

##### Introduction

The course aims to introduce the learners to the development of the individual across the life span in a system and an ecological perspective. It also provides an understanding human development and behavior. In contextual influences, including individuals in

2

disadvantaged or special contexts. The theoretical inputs are to enhance the understanding of peoples' growth health, and development at various stages as bio-psycho-socio-spiritual being over the life span.

### Objectives

- a. Develop an overall understanding of the principles of growth, relevance and application to behavior phases in the life span.
- b. Understand the twin roles of individual's heritage and environmental influences in growth and development.
- c. Understand interactional nature of growth and behavior at various stages in the life span: infancy childhood, adolescence, youth, adulthood and old age and impact of cultural aspects.
- d. Develop sensitivity towards needs developmental tasks and health status with need for developmental programs for the same.
- e. Apply the information of growth development and health in social work practice in general and to individuals groups and communities and particular.

### Course Concepts

- |   |  |
|---|--|
| 1. Life span, Heredity & Environment                      | <p>Stages for the life span. Life span perspective and systems approach of Bertalanffy, Sears and Bronfenbrenner to the understanding of human growth and behavior 8</p> <p>* Principles of growth and development</p> <p>* Methods of studying behavior</p> <p>* Role of heredity and environment. Social customs, traditions values in parenting and child rearing practices deprivation and development during stages of the life span.</p> |
| 2. Theories of Human Development                          | <p>* A critical look at the theories of human Development Like those of Freud' psychosexual theory, Theories and Erikson's psychosocial theory learning.</p> <p>Piaget's theory of cognitive development and those of a Jung Roger Maslow and Murry. 8</p>   |
| 3. Indian Concept   | <p>* Understanding the Indian concept of life span stages. 3</p>   |
| 4. Human Development and Health Prenatal to pubertal      | <p>Parental to Pubertal Growth</p> <p>* Stages of the life span from conception to old age</p> <p>* Parental stage and genetic factors infancy and adjustment to immediate world; Early childhood growth play relationship with Family and later adolescence-pubertal growth hazard lifestyle effects</p> <p>* Youth in Indian society. 11</p>   |
| 5. Adulthood<br><br>Aging                                 | <p>* Adulthood-growth personal and social adjustment, health, sexuality vocational and marital adjustment</p> <p>* Aging-characteristics hobbies mental health Death dying and bereavement 8</p>   |
| Special focus<br>Dying. And bereavement                   | <p>* Special focus is on psychosocial development</p> <p>* moral development and personality development vis-à-vis the influence of the contexts here refer to genders, neighbourhood peers school community work place and other larger contexts like the society and culture</p> <p>Emphasis is placed on the Indian context of development variations from the normal patterns of development and vies on the stages.</p>                   |
| 6. Relevance to Social Work Practice/Exploration Programs | <p>* Relevance of social work practice across stages of development development needs tasks health problems and services. 10</p>   |

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### **B. S. W. - 1**

#### **FIELD WORK**

#### **Detailed Note**

**Total Marks: 100**

### **1. EDUCATIONAL FIELD VISITS**

- a) Five field visit to Social Work/Welfare Agencies. I.e. Public Sector institutions. Vountary Sector Institutions. Women's Groups. Trade Unions of Organised and unorganised.
- b) Visits Will cover the following minimum points to prepare Reports:
  - (i) Knowing the Objective.
  - (ii) Administrative setup.
  - (iii) Legal Status.
  - (iv) Types of inmates.
  - (v) Functions.
  - (vi) Funding.
  - (vii) Role of Social Worker.

The Objective of the field visits is to provide an exposure to The work being done by these agencies and groups in meeting People's needs.

These visits are to be planned as a part of orientation to field Work.

### **2. CONCURRENT FIELD WORK PART-A**

#### **1. GROUP ACTIVITY:**

The students of B.S.W.-I will be placed preferably in school Setting for the purpose of Group-Activity.

- (i) For Group Activity a student-worker must handle a group with a Minimum Strength of 10 to 16 Children.
- (ii) A total of thirty marks shall be allotted to Group Activity.
- (iii) A final report shall be submitted to the College.

#### **PART-B**

#### **1. CASE STUDY ACTIVITY:**

Each student worker will have undertake minimum three case- Studies from the School setting which shall include the following steps:

- (i) Personal, Family and Social Back-ground of the case;
- (ii) Diagnosis.
- (iii) A brief outline of treatment.
- (iv) A final report shall be submitted to the college.
- (v) A total of thirty marks shall be allotted to case-study activity.

### PAPER READING:

Each student shall prepare and read minimum one Paper in an Academic session.

The Paper must be based on themes from concurrent fields work Or from theory Paper-V (i.e. Elements of Social Work) After reading a paper the same shall be submitted to the College.

### INTERNAL VIVE-VOCE:

An Internal Viva-Voce of each student shall be conducted after Completion of fieldwork which will cover all component of field work. The Internal Viva-voce shall be conducted by a panel of three Persons comprising of:

- (i) the concerned field work Supervisor
- (ii) The class incharge if any-and
- (iii) The Head of the institution or his nominee, each member of The panel shall give independent marks, the average of which Shall constitute the marks secured by the student

### Note in General:

- (A) All the field work records shall be preserved and retained by The College for a period minimum of Five Years.
- (B) The student who fails in field work shall have to repeat the Same process in the next subsequent academic session. The Performance of the student will be assessed on the basis of a Fresh field work done and record maintained by the student as a regular student.
- (C) The field work record shall include field work journal/files, ~~scribbles~~ sheets and diary
- (D) The field work Supervisor will submit the field work marks of The concerned students to the University through head of the Institution.

## B.S.W. II<sup>nd</sup> Year

### Revised Syllabus for B.S.W. II<sup>nd</sup> Year English To be implemented from June -2004

- i) Recommended Texts for prose and poetry
  - a) Facets of English Prose: Ed. B.V. Sundaram (Published: Macmillan)
  - b) Selected college poems: Ed: - Amebic Sen Gupta (Published: Orient Longmont)
  - c) Highschool English Grammar and Composition -Wren and Martin
  - Contemporary English Grammar Structure and composition -David Green
- Following prose passage to be prescribed
  - 1) Crime and Punishment : R. K. Narayan
  - 2) The Lost Child : Mulk Raj Anand
  - 3) What is Moral Action? : M. K. Gandhi
  - 4) My first meeting with Gokhle : Srinivas Shastri
  - 5) Eminent Men I have known : Bernard Russell
  - 6) A Dialogue on Democracy : A. S. Hornby
- Following poems to be prescribed
  - 1) All the World 's a stage : William Shakespeare
  - 2) Ode to the west Wind : P. B. Shelley
  - 3) Ulysses : A. L. Tennyson
  - 4) Night of the Scorpion : Nissim Ezekiel
- Grammar
  - 1) Voice
  - 2) Direct - Indirect speech
  - 3) Synthesis and Transformation
- Communication Skill
  - 1) Report Writing
  - 2) Letter writing
  - 3) Essay writing

# North Maharashtra University, Jalgaon

## II<sup>nd</sup> year B. S. W. English Compulsory Format of the Question paper

1) Prose	40 marks	
2) Poetry	24 marks	
3) Grammar	16 Marks	
4) Composition	20 Marks	
Q – 1	Attempt any of the following questions in about 250 words (prose) 1/3	16
Q – 2	Attempt any one of the following questions questions in about 250 Words ( Prose ) 1/3	16
Q – 3	Write short notes on the following choosing one from 'a ' and one from 'b'	16
a)	There short notes on prose	
b)	Three short notes on poems	
Q – 4	Attempt any one of the following question in about 250 words (Poetry) 1/3	16
Q – 5	Grammar:-	
	Voice	4
	Indirect narration	4
	Synthesis	4
	Transformation	4
Q – 6	a) Letter Writing	8
	OR	
	Report Writing	8
	b) Essay Writing	12

### B.S. W. – II [UG] B.S.W.-II 1. English Course Content-

#### 2. Course Title- Social Work Method- [Work With Communities/Community Development]

##### Introduction

Community Organisation/development as a method of social work practice is seen as a means to facilitate communities self-directed change. It takes as its basis the inequalities in society manifested through processes of marginalisation, discrimination or disempowerment of groups, which have resulted in the loss of control over resources, be they tangible or intangible. The strategies of CO practice being addressed as part of the course cover a range spanning over different ideologies, from those being people-initiated, and those that are initiated by the elite. Community organization is seen as a mean as well as an end, where collective processes are to sustain the community's capacity to bring about change

##### Objectives

Work with Communities / Community Organisation Development.

- Highlight the relevance of Community Organisation as a method in social Work Practice.
- Understand and analysis issues and acts upon them.
- Explore the process as moving from simple to complex
- Enhance the skills as community organizers.
- Develop an attitude and skills for participatory processes.

##### Course Content

- |                              |   |   |
|------------------------------|---|---|
| 1. Contextualising Community | * Location of Community Work within Social Work | 4 |
| Organisation Practice        | * Historical Development of CO Practice         |   |



	Community Organisation & Community Development	
1	Analysing Community	7
	<ul style="list-style-type: none"> <li>* Concept of Community</li> <li>- Sociological &amp; Practitioner Perspective</li> <li>- Structure &amp; Functions</li> <li>- Deconstruction 'Community'</li> <li>- Analysing Communities .</li> </ul>	
2	Understanding Community Organisation Practice	7
	<ul style="list-style-type: none"> <li>* Definition of Community Organisation Practice</li> <li>* Values and principles of Community Organisation</li> </ul>	
3	Models of Community Organisation	6
	<ul style="list-style-type: none"> <li>* Ethics of Community Organisation Practice</li> <li>* Overview of Rothmans</li> <li>* Critique of Rothmans Models.</li> </ul>	
4	Issues in Community Organisation Practice	10
	<ul style="list-style-type: none"> <li>* Directive vs. Non-Directive approaches</li> <li>* Working with Groups</li> <li>• Leadership Functions</li> <li>• Gender, Caste, Class as axis of inequality</li> </ul>	
5	Current Issues in Community Organisation Practice	5
	<ul style="list-style-type: none"> <li>* Working in Different Setting: Institutional and Non-Institutional Settings</li> <li>• Relationship with other Methods of Social Work</li> </ul>	
6	Attitudes, Roles and Skills Of a community organizer	8
	<ul style="list-style-type: none"> <li>* Roles of an Organizer within different Models</li> <li>* Skills, attributes of Community Organisation Practitioner</li> <li>• Skills of community organization practitioner</li> <li>• Problem analysis, resource mobilization, conflict Resolution, organizing meetings training.</li> </ul>	

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## 2. SOCIAL WORK METHOD [WORK WITH GROUPS]

### Introduction

This course aims at developing basic understanding of different types of groups and skills of working with groups. It supports using programme media for work with groups.

### Objectives

- a. Understand place of group work in social work intervention.
- b. Understanding group as an instrument of change, multiple relationships therein. And Use of programme media for work.
- c. Develop skills to work different stages and record the process.
- d. Understand applicability of group work and group processes in different settings.

## Course Content

1.	Working with Groups	* Group work as a method * Purpose and evolution of the method.	6
2.	Types of Groups	* Types, purpose, membership duration process.	6
3.	Group Process and Dynamics	* Process in groups and recreational non-formal education skill development group * Leadership isolation decision isolation. Decision making communication Relationship conflict personal experiences	12
4.	Use of Programme As a Tool	* Programme goals and principles * Programme planning implementation	12
5.	Skills and Techniques in Group Work	* Facilitation leadership leadership development * Simple recording.	12
6.	Evaluation in Groups	* Evaluation in groups types and method	6

## Note:

As this course is an initiation to work with groups for students of the first year M.A programme (who come from varied backgrounds) finding the right balance between theoretical content understanding of group processes on the one hand and providing beginning skills in group work on the other has been a constant challenge for the approximately four hours each where small group exercises and class assignment are woven into each component. This allows the student to see group processes unfold as well as get a hands on experiences of handling groups.

## Important Pointers

- The course can be taught over the first year for one hour per week over two semesters or in units/modules of two hours once a fortnight or four hours once a month.
- For students who do not have an earlier exposure to method courses an introductory module on integrated social work of about 6 hours provides a perspective to the ideology, theoretical framework and values of social work methods. Concurrently a course in integrated social work practice course can also be offered.
- In order to maximise learning in the modular method, it is important to have smaller classes, which allow for simulation exercises and broad-based classroom discussion. It is also essential to have a high level of co-ordination between the teachers of the course to enable homogeneity of inputs and match teaching styles.
- In order to help assimilation and grounding of skills and attitudes to work with people, it is essential that students have the opportunity to integrate theory with practice, innovate and bring back valuable experiences and analysis to the classroom.
- Emphasis should be on handling developmental and task oriented groups.

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## B.S.W.-II - 4

## SOCIAL WORK RESEARCH [Course N. 2-4]

### Introduction

Through this course, the learner is helped to acquire skills to comprehend, use and explain research as service provider/front line worker and carry out small projects to collect data to organize service, and test the effectiveness of social intervention.

### Objectives

- Understand the need for scientific approach to human inquiry in comparison to the native or common sense approach and promote an understanding of the meaning, nature scope and importance of social work research.
- Develop an understanding of simple statistical tools, and learn to use these.
- Conceptualize and formulate a simple research project.
- Prepare simple tools for data collection, code and fill coding sheets.
- Conduct simple interviews including use of observation skills.
- Develop research report writing/skills.
- Develop skills for graphic preservation like graphs, diagrams, charts, and tables.
- Develop ability to use library and documentation for secondary data.

### Course Content

- Scientific inquiry
  - \* The scientific approach to human inquiry in Comparison To the native or common sense approach; Meaning And Purpose of research; Attitudes consonant to the 3 scientific method. Social work Research-Meaning scope and importance
    - An overview of the aspects of the research process- problem formulation; Designing the Study; data collection Data Processing analysis And interpretation Writing the Research Report. 8
- Introduction research Strategies
  - \* Qualitative methods
  - \* Qualitative methods
  - \* Content Scope underlying assumption and strat
  - \* Elements of sampling-Meaning of a sample; 8
    - Rationale for sampling; Qualities of good Sample/sampling strategy Meaning and Significance of a random and non-random Sampling procedures; simple and Stratified Random Sampling. 8
- Primary
  - \* Data collection and processing-Sources of data; 8
    - And secondary data; Interviewing and observation [structured and unstructured]; simple instruments of data collection data processing

3	Data presentation	* Graphical and tabular presentation of data- graphs, bar pie diagrams histograms polygons and line graphs • Univariate and multivariate tables.	4
4	Statistical Tools	* Percentage ratios and proportions; Measures of Central Tendency (Mean, Mode and Median)- Their Computation. Use relative strength and limitations.	12
5	Writing skills	* Research report writing.	8

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## **BSW-5 MANAGEMENT OF DEVELOPMENTAL AND WELFARE SERVICES**

### **Introduction**

The course aims at helping the Learner understand management processes and develop course administrative skills.

### **Objectives**

- Acquire knowledge of the basic processes of managing and administrating Developmental and welfare services in the context of social work profession.
  - Acquire skills to participate in managerial and administrative processes, and porgramme delivery.
  - Develop the ability see relationship between policy and programmes, Analyse the process as applied in specific settings, and in specific programmes.
  - Understand the need for, and develop accountability to the public and profession.
- Course content

- |    |   |  |   |
|----|---|--|---|
| 1. | Services, Organizations<br>Organizations<br>And environment | * Need for welfare and developmental                               | 8 |
|    |   | * Registration of organizations constitution & policy              |   |
|    |   | * Organizational design and structure in its environmental context |   |
| 2. | Services and their<br>Delivery                              | * Type of services   | 5 |
|    |   | * Programme delivery: eligibility criteria                         |   |
|    |   | * Management of programmes and evaluation                          |   |
|    |   | * Proposals for small programmes                                   |   |

3	Organizational Climate And management	<ul style="list-style-type: none"> <li>* Creating a Work oriented climate.</li> <li>* Understanding authority, relationship and Personal inter- Processes relationships</li> <li>* Working with boards, committees, and other staff</li> <li>* Working in professional teams.</li> </ul>	6
4.	Policies and Practices Organizations:	<ul style="list-style-type: none"> <li>* Policies and practices for personnel in</li> <li>* Volunteers, professionals, para-professionals</li> <li>* Communication in an organization- essential Components, types, barriers Decision Making Levels and methods</li> </ul>	12
5.	Work Processes tasks	<ul style="list-style-type: none"> <li>* Unit of work, time allotment, workload, responsibility coordination</li> <li>* Staff-client relation</li> <li>* Teamwork, supervision, directing, monitoring, Evaluation</li> <li>* Conflict resolution</li> </ul>	15
6	Programme management	<ul style="list-style-type: none"> <li>* Programme management, maintenance of records</li> <li>* Documentation</li> <li>* Budgets and accounts</li> <li>* Public relations. Impact analysis- qualitative, And quantitative</li> </ul>	12

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## BSW-6- SOCIOLOGY FOR SOCIAL WORK IN INDIA

### Introduction

This course provide the learners basic understanding of relevant concept from sociology to help the learners study and understand social Phenomenon.

### Objectives

- Understanding of concepts to examine social phenomenon
- Develop skills to analyze India society and change.
- Understand change and conflict.

- |    |   |  |    |
|----|---|--|----|
| 1. | Course content<br>Sociology and its<br>Relationship to other<br>disciplines | * Meaning, scope and significance<br>* Its relationship with other social such as<br>Economics, politics, psychology, anthropology History<br>and social work.   | 4  |
| 2. | Society and Culture   | * Society as a system of relationship<br>* Social structure: meaning Status and roles<br>* Culture: Meaning and contents- Tradition Customs,<br>values, norms, folklore and Mores.<br>* Socialization: Meaning, processes and agents | 8  |
| 3. | India Society   | * Composition of India Society: the concept of<br>unity of diversity<br>* Social classification in India: Tribal, and urban divisions<br>* Social stratification in India: Meaning caste, class<br>Divisions                         | 12 |
| 4. | Social Groups, Social<br>Institutions and Social                            | * Meaning and types: Primary and Secondary in-groups,<br>groups and out-groups, reference groups, Control.<br>* Types of social institutions: Marriage, family, Religion,<br>State and law   | 8  |
| 5. | Meaning and functions<br>Institutions                                       | * social control exercised through the social  | 4  |
| 6. | Social Change   | * Meaning, characteristics and factors inducing Change<br>With reference to India  | 8  |



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## 1 CONCURRENT FIELD WORK

This shall bever the following aspects duly supervised by the faculty supervisor/teacher recognised by the University

- The students shall be placed in agencies preferably related to Government programmes for the development of women and children. such as I. C. D. S. (Integrated ch"ld Development Schemes.)
- The focus of concurrent field work shall be working with individuals and group.
- Each student shall work with a minimum of three individual s having problems related to health, education etc.
- Dach student shall undertake work a group having a minimum members of 10 to 18. For group activities the student-worker may select school setting or community setting.
- There shall be a minimum of one group conference per week with the faculty supervisor and the student placed under him/her for fieldwork supervision.

- f) The fieldwork shall include fieldwork recording in the fieldwork journal/ files, attendance sheets and diary. All these records shall be submitted to the College immediately after completion of fieldwork.
- g) The focus of fieldwork shall be application of classroom teaching to practice.

2. **VILLAGE CAMP:**

- a) The village camp will be a residential camp in a village, which shall have a minimum of SEVEN days inclusive of the days of travel.
- b) Through the camp the student shall learn about:
  - i) The problems of health, education sanitation, drinking water, Environmental degradation etc. in rural areas.
  - ii) The problems of agriculture, cropping pattern and the use of technology in rural development.
  - iii) Adjustability in camp/community life.
  - iv) Development of skills in community contact.
- c) The students participating in the camp shall organize programs to provide information and create awareness about the rural problems mentioned above. Cultural recreational and competitive programmes may also be organized for the village community.
- d) A total of twenty marks shall be allotted for the village camp. Absence from the camp shall lead to forfeiture of the marks.
- e) A student shall prepare and submit a Final Report (village camp) to the College.

3) **CLASS ROOM SEMINARS:**

This seminar shall cover the following points.

- a) Each student shall prepare and present one paper in the seminar in an academic session.
- b) This seminar shall be based on themes from the concurrent field work and topics from the area of Social problems.
- c) A teacher from the Faculty will be in charge of this activity and shall also supervise the conduct of seminar.
- d) After presentation on, the paper shall be submitted to the College.
- e) A total of Ten Marks shall be allotted for this seminar activity. Absence from the participation on the part of the student in the seminar shall forfeit the marks.

4.) **INTERNAL VIVA VOCE:**

- a) An internal Viva-voce shall be conducted at the end of completion of Field work for each of the students, individually.
- b) The internal Viva-voce shall cover concurrent field work and village Camp.
- c) A student shall not remain absent from the internal Viva-voce. The Absence shall not be compensated by any other work.
- d) The internal Viva-voce shall be conducted by a panel comprising of
  - (i) the concerned field work supervisor,
  - (ii) the class in-charge if any, and
  - (iii) The head of the institution or his/her nominee. Each member of the panel shall give independent marks. The average of which shall constitute the marks secured by the student.
- e) A total of twenty marks shall be allotted on the basis of internal Viva-voce.

## B.S.W. IIIrd year

North Maharashtra University, Jalgaon  
Revised Syllabus for B.S.W. IIIrd year  
To be implement from June - 2005

- 1) Recommended Texts  
Voices of Modern India  
G. Mishra and A.K. Mohanty (Orient Longman)
- 2) High School English Grammar, Structure and composition  
Wren and Martin
- 3) Contemporary English Grammar, Structure and composition  
David Green (Macmillan)
- 4) Success with Grammar & Composition - Narayanswami  
(Orient Longman)

\*The following ten essay are to be prescribed

- A) Rabindranath Tagore:
  - 1) The spirit of freedom
  - 2) Nationalism in India
- B) Swami Vivekananda :-
  - 3) India - Our Motherland
  - 4) Hinduism
- C) M K Gandhi:-
  - 5) Speech on Indian Civilisation
  - 6) On the way to Pretoria
  - 7) Face to face with Ahimsa
- D) Radhakrishnan :-
  - 8) Our Heritage
- E) Jawaharlal Nehru :-
  - 9) Rewakening of India
  - 10) Tryst with Destiny

- 2) Composition -
  - a) Letter writing (formal, informal, social, application and bussiness)
  - b) Note making and note taking
  - c) Dialogue writing
  - d) Expansion of idea
  - e) Precis writing
  - f) Essay writing

North Maharashtra University Jalgaon  
IIIrd year B. S. W. English Compulsory  
the Question paper

	Prose	50 marks	
	Composition	50 marks	
Que.1	Attempt ANY ONE of the following in about 300 words. ( One out of Three )		16
Que.2	Attempt ANY ONE of the following in about 300 words. ( One out of Three )		16
Que.3	Write Short notes on the following. ( three out of Five )		18
Que.4	Letter writing a) Formal informal social (One out of Two) b) Application and business (one out of Two )		16
Que.5	Note Making (A) Or		8
	Dialogue writing		8
	(B) Expansion of Idea ( One out of Four )		12
Que.6	A) Essay Writing ( One out of Four) (B) Precis writing		

## **BSW-III INTEGRATED SOCIAL WORK PRACTICE & PROFESSIONAL GROWTH.**

### **Part II**

1	Self and Self construct/paradigm Awareness	Understand self through a cognitive  (two/three models from among those available may be Offered as workshops). Suggested Approaches are: Rational Emotive, therapy, Gestalt Approach Transactional Analysis Reality therapy, Yoga for Therapy, Meditation Explore self as a being, and understand the Process Of Becoming. (through observation) practice Consciously Measures to sustain and experience Continuous Awareness Observation and Reflection: Theory and Techniques.	6
2.	Emotions and their Expression  Made	*Emotions, nature of expression. *Understand own pattern of communication, Choices To express emotions, modes used, examine need For Change	6
3	Communication	*Information and knowledge and skills of rapid reading, writing, creative writing, report writing and public speaking	4
4.	Creativity and Self.	*Understand brain functions Creativity, need and development	4
5.	Life Style  personal.  Choices	*Conscious life style-enhanced life skills: communication, decision making, use of time and money, building and sustaining bonds-relational, collegial and  *Self defeating bonds- relational, collegial and For change.	4
6.	Values attitudes and professional ethics	*Values and attitudes-their role in life. Value conflicts impact value clarification. *Study of professional ethics.	6
7.	Spirituality and Growth	*Explore spirituality by understanding descriptions of spirituality from different faiths, its space and place in personal and professional life. *Enhance conscious behaviour and application of Continued awareness in day-to-day functioning and Professional practice.	12

## **INTEGRATED SOCIAL WORK PRACTICE**

### **Introduction**

This course provides a conceptual framework to assist the learner in integrating various Methods for practice. It helps the learner view the situation, holistically plan a process for change, and carry out intervention.

### **Objectives**

- Develop a holistic understanding of social work practice as a unitary process.
- Develop critical understanding and application of approaches suggesting holistic conceptual framework for social work practice.
- Understand characteristics, systematic relationships and dynamics of units of work/individual/family group, communities and organizations, and to draw implication social work intervention.
- Understand the enacting of different roles for engaging in change for social work practice.

4. Develop the ability to formulate a framework and apply skills for problem identification, nature of work, location of tasks for change, and outline mode of evaluation for an integrated approach to practice.
5. Enhance capacity to identify the goals of the profession, relate strategies to these goals and develop awareness of one's role as a change or that of a team member of the system

## Part - I

### Cause Content

1	Systems and Social Work	<ul style="list-style-type: none"> <li>* Concept of Social Systems</li> <li>* Characteristics of social systems.</li> <li>Units of social work intervention and dynamics therein [individual, family, groups, communities and organizations]</li> </ul>	6
2	Approach to integration	<ul style="list-style-type: none"> <li>* The systems approach.</li> <li>Environmental approach.</li> <li>* Understanding of life sustaining elements and their inter-relationships, to view it as a holistic Framework for an approach to integration.</li> </ul>	8
3	Social work Roles	<ul style="list-style-type: none"> <li>Roles, role theories-theoretical insights.</li> <li>* Role tasks, skills and techniques, outcome.</li> </ul>	6
4	Action for	<ul style="list-style-type: none"> <li>* The client system: the problem, process and phases.</li> <li>The change agent and action</li> </ul>	6
5	Process in	<ul style="list-style-type: none"> <li>* Initiating contact: collecting data assessment, negotiation of contract.</li> <li>* Problem solving, termination and evaluation, for Integrated practice.</li> </ul>	10
6	Social Work Professional Actors and Practice	<ul style="list-style-type: none"> <li>Social work professional as a single change one in the team.</li> <li>Integrated social work practice, place in social work practice</li> <li>* Philosophy of social work</li> </ul>	6

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### BSW-III-3 TRIBAL ANTHROPOLOGY AND SOCIAL WORK

#### Introduction

These course aims at helping students to develop skills of analysis for tribal societies understand their socio-economic status and programmes available.

#### Objectives

- Be equipped with a theoretical framework to analyse tribal societies
- Gain information on overall understanding about the socio-economic situation of tribal groups in various regions of the country.
- Review briefly the developmental programmes and their impact on the life of the tribal population.

#### Course content

- Tribal Society
  - \* Anthropology as a field in understanding: 4
  - Introduction to the framework of the course
  - \* Tribal Society; Towards a systematic view kinship, descent and social structure, Marriage, family and community; Production and distribution at the household and societal level 10
- Process of Change
  - \* Cultural social and economic changes; process, direction and causes of change
- Illustrative Reforms
  - Situation [social, economic and political] of the tribal group
  - \* North-Eastern Region
  - \* Central Region
  - \* Middle India
  - \* Southern Region
- Programmes
  - \* Social and economic development programmes [health education economic development etc] and their to tribal groups
  - \* Programmes methods of implementation, benefits future outlook
  - \* Development programmes and their impact on tribal population.
  - \* Dislocation and resettlement, future directions of work this area. 16
- Social Work Intervention for social workers
  - \* Tribal population and development; Scope work intervention and the role of social 4

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## BSW.-III-4 COMMUNICATION-AN INTRODUCTION TO AUDIO-VISUAL MEDIA

### Introduction

There is an increasing presence of the mass media in everyday life, which the learners of the social work profession, along with other human service professionals, need to reflect upon as it impinges on their own lives as well as on the client groups. Along with this, there is a need to utilise media intervention for social work and social change. This course addresses these twin objectives, providing interdisciplinary knowledge and skill development opportunities.

### Objectives

- Facilitate a critical analysis of the mass media in terms of the modes in which it reproduces the dominant power relations in society be they of gender, class race. Or nay other.
- Work towards alternative, participatory uses of the media. With specific reference to campaigns.
- Facilitate the acquisition of media skills related to visual design, street theatre and other low-cost participatory media.
- Allow for the practical application of these media skills through the process of designing and conducting a campaign.

<b>Course Content</b>	
1.7	Alternative media and Campaigns Using
	* Approaches to media and society: * Transmission and Semiological models, semiology for critical media analysis of Artifacts such as TV commercials films Print Advertisement, comic strips and newspapers: 10 * Presentation of Campaign Design [Group presentation by students] * Communication as Transmission? * Communication as Representation * Communication as Cultural Reproduction. 14
2	Rethinking Communication
2.1	Representing Gender
	* Television Commercials * Print Advertisements * Nursery Rhymes * Feature Films. 6
2.2	Representing Race
	* 'Us' and 'Them' * Comic Strips * The Everyday Experience of Colour. 6
2.3	Representing 'Real' Events
	* The press and framing of events * Documenting Reality 6
2.4	Rethinking the 'Impact' of
	* The debate on the 'Effects' of Violence * The Limitations of Censorship * Towards Critical Viewing. 4
3	Skills Development
	* Visual Design: Introduction to elements design, such as layout typography use of round shape: designing effective posters And logos for campaigns. 10
	* Street Theatre Workshop: Elements of Street. 10
	* Theatrescripting and choreography for development. * Use of puppets, songs and folklore: 4 hours [visiting faculty] 6

**Note** -- In these workshops, the student groups for the campaigns work out the elements of their campaign design

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## BSW-III -- 6      LEGAL SYATEM IN INDIA

### Introduction

The course is to help learners understand the legal systems and procedures in India. It supports understanding processes in public interest litigation and develops skills for the same

### Objectives

- Acquire information on the legal rights of people.
- Develop and understanding of the legal system and get acquainted with the process of the legal systems with emphasis on functioning in India. Understand the role of the police, Prosecution, judiciary and correction.
- Gain insight into the problems faced by the people belonging to different strata of society in interacting with this system.
- Develop an understanding of the processes and problems of public interest Litigation and legal aid to marginalized.

### Course Content

- |   |                         |  |    |
|---|-------------------------|--|----|
| 1 | Rights                  | * Concept of rights: legal rights civil rights and under criminal procedure code, equality before law rights of children women and Scheduled Castes and Scheduled tribes.  | 4  |
| 2 | Law in India            | Division of Law :<br>* Substantive Law: that creates, discovers and defines the rights and duties of each individual for example criminal code [Penal Codes].<br>* Procedure Law: When a crime is committed the procedure law is activated [Cr.Pc. Evidence Act. Etc]<br>* Civil Law: [Private Wrongs] like those for inheritance divorce juvenile justice Laws<br>* Lecture and small group work. | 8  |
| 3 | Criminal Justice System | * Criminal justice system in the country: police prosecution judiciary and correction district courts session courts high courts and the supreme court.  | 12 |
| 4 | Legal Aid               | * History of Legal Aid : Concept of Legal Aid need legal aid who needs Legal Aid schemes problems.   | 8  |
| 5 | Role of Social Worker   | * Social work intervention needs methods problems.   | 4  |

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### **B.S.W. III      Field Work**

#### **concurrent Field Work This Shall Cover the Following aspects**

- (a) Placement of the students will be made in the open communities having an entry point in the form of recognized agency.
- (b) The focus of work will be working with groups and communities.
- (c) Each student shall undertake work with a group having a minimum members of 15 to 20.  
For group activities the student worker may select community setting or school    seating available in the said community.
- (d) There shall be a minimum of one group conference per week with the students placed under the concerned faculty supervisor for field work supervision.
- (e) The Field work shall include field work recording in the field work journal/files  
Attendance sheets and diary All these records shall be submitted to the college immediately after completion of field work.
- (f) Guidelines for concurrent field work :
  - (i) Introduction : In course of field work the student must be assigned specific and clearly defined task. The task so designed should include collecting facts, use of community resources and simple problem solving techniques.

- (II) **Knowledge to be acquired in course of field work :**
- The student must understand the main features and characteristics of the community.(Social, Economic and Political).
  - The student must be able to identify the main groups in the community suffering from various problems.
- (III) **Skills to be Acquired in course in of field work :**
- The student must develop the ability to collect facts from individuals and groups in the community.
  - student must develop the ability to list out the tasks to be undertaken and be able to assign priorities to them.
  - The student must develop the ability to PLAN, ORGANISE, IMPLEMENT and EVALUATE the activities with colleagues, Agency supervisor and others in the agency.
  - The student must develop abilities related to administrative matter such as correspondence, surveys, budgeting etc.
- (IV) **Attitudes to be developed in course of field work:**
- The student should develop the attitude to relate oneself Meaningfully. To individuals, groups, colleagues and agency staff Members
  - The student should develop an attitude of democratic behaviour And equality with individuals in group, colleagues and agency staff members. Non-hierarchical behaviour is to be encouraged.
  - The student should develop a critical attitude towards the field work process.

Core Domain **SOCIAL WORK THEORY AND PRACTICE: SOCIAL WORK PRACTICUM**

Learning Opportunity Title **INTRODUCTION TO SOCIAL WORK PRACTICUM**

Learning Opportunity No. 1.3.o

Level **UG and PG**

#### **Introduction:**

This practicum with nine learning opportunity is designed to provide a variety to opportunities to develop and enhance professional practice skills. Learning is aided through observation, analysis of social realities and experience of participation in designing and providing social work intervention.

The tasks are organized to help the learner acquire beginning skills, practice those already acquired, and master them from simple to complex. The learner is gradually encouraged to becoming an independent worker.

#### **Objectives**

The objectives are meet by providing a variety of experiences to learners to:

1.
  - i. Develop the ability to observe and analyse social realities.
  - ii. Understand the characteristics of social systems and their dynamics.
  - iii. Appreciate society's response to people's problems, and social issues
  - iv. Develop critical understanding of the application of legislation, legal process, and social policy.
2.
  - i. Develop the ability to examine the process of programme management and participate in the effort at various levels.
  - ii. Develop the ability to recognize the need for newer programs, Management and participate in them.
  - iii. Use human rights tools, understanding of gender justice, and need for equity in all intervention.

- iii. Develop an understanding of organizational structures, Resource management, and day-to-day administration for human service programmes-developmental and welfare
  - iv. Develop the capacity to integrate knowledge and practice-Theory by participating in intervention.
3.
    - i. Clarify and imbibe values which sustain positive attitudes and professional ethics.
    - ii. Develop the capacity for self-direction, growth, and change Through self-awareness.
  4.
    - i. Enhance writhing skills to document practice appropriately. Recordings to be viewed as an expression of interest Motivation and involvement In practice and as evidence of Enrichment in the process of professional growth.

To meet these outcomes, several opportunities with specific objectives are designed. About eight different sets of opportunities with details of content and related tasks are listed below.

#### 1.3.1 Orientation provides information regarding

- i. the importance and place of the practicum in the educational programme.
- ii. the purpose, functions and ethics in professional practice

#### 1.3.2 Visits—Provide an exposure to and understanding of the services Provided in response to people's needs.

#### 1.3.3 Structures experience laboratory-is a classroom activity, to provide in the Games/activities, form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, and applying/using self in practice.

#### 1.3.4 Rural/Tribal camps-provide opportunities to experience rural life, analyze Rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills carry out, evaluate, and report the experience.

#### 1.3.5 Study Tours-urban and rural, provide an experience to study and Appreciate innovative efforts by individuals and groups towards meeting peoples core needs, and initiate development.

#### 1.3.6 Workshops: Skills Development-help learners acquire specific skills for Situations encountered during practice and acquire skills for intervention. These may be for problems/concerns, issues or situations like, work with alcoholics, HIV, AIDS effected persons. Adolescents for life skills development, youth for leadership development and couples for marital relationship and enrichment, work with elderly.

#### 1.3.7 Concurrent practice learning-on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery.

#### 1.3.8 Summer Placement-provides an opportunity to experience day-to-day work In a setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame

recommended for this experience is about three weeks, after the first year of the post graduate programme.

- 1.3.9 Block placement-**enables learners integrate learning and generate newer Learning by participating in the intervention processed over a period of 4to6 weeks continusly, in a specific agency. Usually, block fieldwork is provided at the end of the two-year programme. Some educational institutions offer such an opportunity at the end of the third of the prior to the examinations of the fourth semester.

Each set of the learning opportunities has its own design elaborated upon in the next few.

## Core Domain

## SOCIAL WORK PRACTICUM

### Learning Opportunity Title

### SOCIALWORKPRACTICUM-ORIENTATION

### Learning Opportunity No.

1 3 1

## Introduction

Two types of orientation activities are organized. One is orientation to social work practice learning and its place in the curriculum. While the other is orientation to the setting/agency. The learner is placed in for the social work practice learning. This orientation is carried out at the setting/agency in the first two weeks.

## Orientation

- A** Orientation to social work practice
- \* This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of the curriculum
  - \* Code, norms, and expectations of this teaching-learning opportunity.
  - \* Requirements of working like days, hours, agency timings land other such details of practice learning
  - \* Nature and tasks of initial phase and involvement of learner and instructor
  - \* Learner responsibility to setting agency and the institution of learning.
  - \* Details regarding records and their submission.
  - \* Practice learning instruction: individual conferences –one hour per week, group conferences once a fortnight.
- B** Orientation to social work setting/agency of placement –to be carried out at the practice placement setting.
- \* Nature of setting/agency- its objectives services programmes, general environment.
  - \* Contact person in the setting/agency, role of that individual.
  - \* Annual and other brochures for information.
  - \* Introduction to setting/agency management, staff and on-going activities
  - \* General introduction setting/agency its programmes and beneficiaries. Information of other similar services.
  - \* Policies supporting the learners agency both local. National.
  - \* in the first four weeks the learners may make a local directory to include emergency numbers of hospitals/primary health centres, police, Ward of panchayat office, and net work agencies, along along reference to other developmental and welfare services in the location with a brief

## Core Domain

## SOCIAL WORK PRACTICUM

### Learning Opportunity

### SOCIAL WORK PRACTICUM-VISITS

### Learning Opportunity No.

1 3 2

## Level

UG / PG

## Objectives

- a. Acquire skills of systematic observation and develop a spirit of inquiry.
- b. Understand society's response to social problems through various services
- c. Understand, appreciate and develop ability to critically evaluate the initiative Of voluntary and government programmes.
- d. Develop an appreciation of social work intervention in programmes.  
By recording:
  - i. relevant factual information about the client system and the problem/ concern
  - ii. the selection of programmes/strategies for solving the problems. And their relevance to the client system and the problem concern or the issue.
  - iii. the role of the social worker and its relevance to the clients' needs and the problem.
- iv. the relationship between the micro problems observes and the macro situation, the appropriation of the organization's resources and nature of intervention.
- v. gaps identified and suggestions.

## Note-Suggestions for field visits

A minimum of six visits may be made to settings like those listed below to observe services/programmes developed to meet peoples needs.

- i. Health setting-community health extension projects, primary health Centers, clinics.
- ii. Educational setting-formal/school, non-formal/adult education centers, Income generating skill development centres.
- iii. Community services like: life skill development programme centers, environment improvement and improvement centres, e.g.a family service community projects in urban and rural settings.
- iv. Services for special groups like the differentially abled, (b) destitute, Migrants, and elderly, both institutional and non-institutional.
- v. Criminal justice systems-jails, courts, police stations and juvenile justice, Centres.
- vi. Civic administration centres-municipal offices, panchayat offices and word Offices, etc.
- vii. Destitute migrant and elderly persons services both institutional and non-Institutional

## Suggested tasks for the faculty in charge of institutional visits.

- a. Select he agencies to provide an understanding of various settings For development, preventive, and crisis situations programme
- b. Communication to he selected agencies must:
  - i. carry a request for making such a visit.
  - ii. A request for arrangements to meet with specified members of the staff, and client system
  - iii. A follow up letter to appreciate the agency's cooperation for the visit is essential.
- c. Students should be given a brief orientation regarding the position of the agency in the overall service system. Guidelines for observation and reporting of the visit need to be provided.

- d. For effective learning, the faculty in-charge should create an atmosphere whereby the learners develop a spirit of inquiry, appreciation for the service. Understand the policy, its relevance and, gaps in the programmes delivery process.

Visits should be followed up with sharing of the group reports. Use of variety of methods of presentations to be encouraged.

Note: - Senior students of UG and PG programmes should be involved in the experience of communicating with agencies through letters, phones calls.

#### Method of Assessment

Credits/marks may be given as per the institution's policy - Group reports to be presented.

Social Work Education

Core Domain

### SOCIAL WORK PRACTICUM

Learning Opportunity Title      **STRUCTURED EXPERIENCE LABORATORY**

Learning Opportunity No.      **1.3.3**

Level      **UG 1, 2, 3 and PG 1 and 2.**

#### Introduction

The Structured Experience Laboratory provides the opportunity of 'learning by doing' in a safe environment of the classroom. This environment, that is a laboratory wherein learners and facilitators meet jointly to experience certain intervention skills, needs to be amongst the most non-threatening methods of learning specially for beginners. This learning opportunity is conducted through a game/form, or other simulated exercises. Structured experiences are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools.

#### Objectives

- a. Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and fantasy
- b. Reflect one's own behaviour and with its effect on self and others.
- c. Observe others' and with the help of the facilitator understand the same
- d. Express feelings and appropriate reaction/response to others' feelings
- e. Confront situations wherein conflicts decision-making and reflections Are necessary.
- f. Observe self recognize own strengths and limitations and also observe Behaviour patterns that for change.

Specific objectives for orientation to the initial phase in social work practice learning like at the beginning of first year of both the U G and the P G programmes

- a. Acquire beginning skills to establish relationship with clients and client Group by participating in games for systematic observation, listening verbal communication and understanding non-verbal messages-body language empathy and like etc.
- b. Develop better understanding of another through group processes
- c. Enhancing self-awareness in relationship to professional role
- d. Reinforcing professional values

## **(a) Outcome of Learning**

The learners' ability enhance to adapt, be open to experience, discuss and share this learning.

## **(b) Facilitators competencies**

It is necessary that facilitators undergo these experiences each year prior to taking on the role of being facilitators.

Facilitator's competence must reflect in the ability to:

1. Be open to learning through involvement in this experience.  
Understand self and role of a facilitator.
2. Provide emotional and social support to learners.
3. Foresee consequences.
4. Aid learning through reflection and discussion and understand its Application.
5. continually look for opportunities to maximize learner involvement and aid exchange of experiences to help the learners grow.
6. Be prepared and organized for sessions.
7. Understand that process and goals are both equally important for For such experiences.
8. Recognize signs of learner's growth and integrate this in the Structured experiences.
9. Treat all participants with respect and expect mutual respect from Them and among them. Interst and ability to interact by itself is not enough complete involvement and awareness of the process as 'here And now' is necessary.

## **(c) Facilitator Readiness**

Taking on the role of a facilitator/resource person for experiential laboratory sessions calls for readiness of the persons concerned. This readiness is

Behaviorally seen as:

1. Willingness coupled with desire and motivation to be a facilitator.
2. Willingness to come to facilitator practice sessions.
3. Openness as a facilitator learner to discuss the experience and learn New skills.
4. Ability to recognize and appreciate one's own growth and recognize The surfacing of the incomplete gestalt (unfinished business-others' needs arising in the mind) while aiding others learning and willingness to work on findings about self.
5. Understanding one's own needs allow interaction among the learners. And with no latent desire to interrupt learners during the "flow of Communication"
6.
  - i. Observe and sense stress being generated by unresolved Feelings of individual learners.
  - ii. Ability to help such learners.

**Note for faculty** – Usually these experiences are designed at the beginning of the Year, same phase as the visits to various settings.

## **Method of Assessment**

This opportunity is no to be evaluated for credit / marks.



Core Domain	<b>SOCIAL WORK PRACTICUM</b>	-
Learning Opportunity Title	<b>RURAL CAMP</b>	•
Learning Opportunity No.	<b>1.3.4</b>	•
Level	<b>UG 2 / PG 1</b>	•

#### **Objectives**

- a. Understand the rural social system with special reference to-a Specific poverty group.
- b. Analysis the regional rural social system, the approaches and the Strategies of Intervention used by the organization.
- c. Understand the nature of government intervention in relation to Poverty groups in the region, and the related structures of decision-Making and intervention.
- d. Develop the capacity to critique the interventions of both the voluntary Organizations and the government agencies in relation to the specific Poverty group
- e. Through experience in group-living appreciate its value in terms of self -development. interpersonal relationships sense of organization management and taking on responsibility.
- f. Acquire skills in planning organizing implementing the camp for Example conscious use of time, communication skills team spirit handling relationships conflicts and differences of opinion, decision making evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations cooperation and coordination
- g. Learners are fully involved in planning. Implementing the plans and Presenting their experience in a workshop on return from the camp.
- h. The learner should be encouraged to take on concrete tasks towards Meeting basic/civic needs of the people.

#### **Guidelines for Study and Observations.**

##### **Social Analysis:**

1. Living conditions housing water supply and other amenities.
2. Social life – power structure community life social norms and social institutions dominant caste and untouchability.
3. Marriage and types of families family life.
4. Economic life – Occupation extent of employment ownership of house Land average size of holding proportion of landless labourers proportion of land held by non-tribals and average size of holding (in a tribal are ), income and indebtedness, bonded labour.
5. Exploitation by landlord moneylender and traders extent and areas of Exploitation efforts made to obtain justice and with what effect conflict and conflict resolution methods.
6. Political life-dominant politicians in the region and taluka the bases of Their links with other economic exploiters and politicians at different levels Their influence with respect to the police, justice

7. Education – level of education, education facilities and who controls them suitability of education system use of education facilities by different castes and class groups.
8. Conditions of health and nutrition services available and their use.
9. Positive local initiatives in the area.
  - \* Other problems and issues.
  - \* Analysis of intervention programmes/services approach/strategies participation of the client system.
  - \* Gaps and suggestions.
  - \* Role of the social worker.
10. Guidelines for observation of a voluntary agency in a rural setting:
  1. Objectives.
  2. The approach and methods used for achieving Objectives.
  3. Organizational structure.
  4. Priorities and programs evolved. Participation of people in decision-making and in programme implementation. Problems encountered in programmes implementation.
  5. Impact on the villagers in terms of their problems social Justice development of leadership development of an alert and democratic community.
  6. Relationship with Panchayat Raj, Block Development Personnel the magistracy and other government institutions and bodies difficulties encountered benefits received.
11. Guidelines for Observation of community development organizations and Panchayat Raj.
  - a. Administrative set up of both the above.
  - b. Who are the zilla parishad samiti/Panchayat members, their Socio-economic and caste status.
  - c. Problems of administrative personnel in working with elected Persons at different levels.
  - d. Decision making process: type of problems that come before The zilla parishad. Panchayat samiti/Panchayat who initiates projects. process of assessing them. How decisions are made – manipulations lobbying pressure tactics used.
  - e. Current major programmes budget allocations for the Programmes, methods of implementation participation of people impact in development and social justice.

### Method of Assessment

A seminar may be organized by the learners to present group papers to cover the visit. The sharing may/may not be graded. The learners to be encouraged to present with suitable audio-visual aids. All learners to participate in reporting at the seminar and attending the entire seminar.

Core Domain	<b>SOCIAL WORK PRACTICUM</b>
Learning Opportunity Title	<b>STUDY TOUR-URBAN RURAL / TRIBAL / INNOVATIVE PROJECTS</b>
Learning Opportunity No.	<b>1.3.5.1.</b>
Level	<b>UG 2 / PG 2</b>

#### **Objectives**

- a. Understand government and developmental services in the context of Emerging social realities.
- b. Understand the programmes / strategies administration / management Of the services / programmes and participation of the client system in problem solving
- c. Understand the role of social work and other disciplines in relation to The service/development programmes.
- d. Appreciate and appraise critically the services/programmes and Strategies of an agency in terms of their relevance to the overall Development of the client system problem solution at the micro level and its relationship to the macro level
- e. Through the experience of group living appreciate its value in terms of Self-development interpersonal relationships and mutual responsibility
- f. Acquire skills in planning organizing and evaluation of the study tour, Learn conscious use of time communication skills team spirit, handling relationship conflicts and differences of opinions, decision making evaluation. Appreciation sharing of resources. Sharing of tasks, coping skills in problem situations with cooperation and coordination.

Learners are helped to participate in planning implementing and evaluating experience with the help of the faculty.

**Core Domain****SOCIAL WORK PRACTICUM****Learning Opportunity Title****STUDY TOURS – URBAN INNOVATIVE PROJECTS**

(Institutions may choose between previous and this opportunity)

**Learning Opportunity No.****1.3.5.2.****Level****UG 3 / PG 2****Objective**

- a. Understand the problem situation and its Socio-economic-political Context.
- b. Develop knowledge of organizations that have come up in relation to specific problem situations in the rural and urban areas.
- c. Understand the organization's philosophy policy structure strategies programmes and processes of intervention in relation to its relevance to client system and the problem situation.
- d. Critically analyse the functioning of the local government / Panchayat Raj Institutions.
- e. Identify the strategies used by local bodies to ensure social justice.
- f. Through the experience in group living appreciate its value in terms of self-development, interpersonal relationships and sense of organization and taking on responsibilities.
- g. Acquire skills in planning organizing implementing the camp/tour for Example conscious use of time communication skills team spirit handling relationships conflicts and differences of opinion decision-making evaluation appreciation sharing of resources, tasks, coping skills in problem situations, working through crisis situation cooperation and co-ordination.
- h. Learners are fully involved in planning and implementing the plans for The same with the help of the faculty.

**General Guidelines for observation for visiting agencies – Urban / Rural Tribal**

1. History, philosophy thrust values assumptions. Principles of the Voluntary and government organizations and their services.
2. Socio-economic background needs problems of the client system.
3. The organizational pattern and administration of the different Programmes services/strategies and their relevance to the needs of People. The inter-relationship between problem at the micro-level and At the macro level.
4. The problems faced by the people in relation to the policies services Of the agency, participation of the client system in the management.
5. Role of social work in the different settings.
6. Role of other professionals in the organization of services/ Programmes developing strategies.
7. The administration and funding pattern of the organization/ Services.

**Method of Assessment**

Learners to prepare group reports of the visit and evaluate own efforts for planning and implementing the plan fore visits. They may be encouraged to reflect and record their own role in teamwork towards the visit. The reports or may not be graded.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity The	WORKSHOPS: SKILLS DEVELOPMENT
Learning Opportunity No.	1.3.6
Level	UG 3 / PG 2

#### Introduction

Working with people brings up situations, wherein, most learners encounter some problems or conditions. One or two-day workshops have been experimented with by the institutions of social work education. And have received positive evaluation by learners and resources teachers' organizing these. Usually these have been arranged to replace some field visits in the beginning of the second and/or third year UG and first and/or second year PG programs and specific to learners' needs and also on receiving requests by them.

#### Objectives

- Through the workshop, enhance and integrate learning about specific Situations and problems encountered or develop specific skills for intervention- counseling skills for developmental situation preventive or crisis facilitative situations
- Develop capacity to design intervention, and participate in the process As a part of the team
- Develop appreciation of the need to link resources for intervention.
- Learners are involved in decision making for the experience enhance Learning through this opportunity.

Illustrations of Skill Workshop that may be organized.

Population education workshop work with alcoholics and their families work with HIVAID's affected persons adolescent life skills programmes. Youth leadership development and lifestyle programmes work with marital couples, family enrichment programmes and work with elderly.

Self-help skills for personal enhancement and awareness development – Yoga meditation working with self-defeating habits stress management. Work with communities in disaster situations facing migration

Note— These workshops are to enhance skills / develop new skills for practice in specific situation, specific problems and issues.

#### Method of Assessment

Learning is not to be assessed for credits or marks. Use of skills during practice to be encouraged and improved.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity	CONCURRENT PRACTICE LEARNING
Level	UG and PG

Practical learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the beginning learner to move on to mastering strategies, skills and techniques to practice social work.

#### Note to the Instructor

Field instruction is to provide guided learning opportunities planned together with the learner during individual and group conferences.

- \* The instructor should be knowledgeable in the process of guiding the learner fully informed of the setting organization policies in the area of practice.
- \* At the beginning of social work practice learning the instructor needs to assess the learner ability for social work intervention and personal strengths in order to provide appropriate learning opportunities and rate growth: develop ability for self-assessment and accept instructor assessment of strengths and limitations. Assessment formal may be shared with placement setting.
- \* Practice learning instruction An hour each week for individual conference to be set aside preferably on a fixed day and time. Records to be submitted, read and comments recorded. The learner should preferably go through the comments prior to the conference.
- \* Records to be viewed as an expression of interest engagement in Practice, and as a product of work done. These should indicate a Continued learning remarks written on the record should describe the Abilities skills, behavior and attitudes of the learners, and not to the Person. Probing in personal matters to be generally avoided except When it blocks learning. Awareness of transference counter Transference and ability to hands it on the onset necessary. Learners personality problems specially of severe nature be referred To specialists with the learners consent.
- \* The learning of practice and professional role modeling is shaped by the instructors being hence need for the instructor to be positive role model.
- \* Place of instruction preferably to be the setting agency of its outdoor Facilities garden shady tree. Or the learning institution and not other Public places.
- \* Dress and language code to be observed by both the instructor and the learner.
- \* Regardless to the setting awareness. Understanding and skills to implement countries major programmes like those for population growth, literacy and peoples participation in their own day-to-day services for the basic amenities along with those of empowerment to be members of civil society be viewed as necessary instructor to locate opportunities for the same and make sure that the learner gets involved with one major programme with full awareness of its importance stage at which involvement is offered, and with the understanding of its earlier ongoing and following plans and evaluation.
- \* Apart form records to be submitted as per institutions rules, it is suggested that a 'Time-Task diary be maintained. A suggested follows

## Note CONCURRENT AND FINAL ASSESSMENT

### Learning Opportunity Title SOCIAL WORK PRACTICUM - CONCURRENT PRACTICE LEARNING.

#### Introduction

Evaluation for practice learning is based on concurrent work carried out by the learner, culminating into mid-year and end of the year evaluation.

Mid-year and end of the year evaluation to show that the learner has had the opportunity to practice skills/utilize strategies tools and techniques of social work practice learning. A detailed evaluation sheet format based on teaching-learning opportunities as listed for learners may be designed by each institution giving weightage as per the institution's policy.

The following points are listed for the instructor to note for the evaluation conference.

- Both the instructor and the learner to prepare a written evaluation, according to the given guidelines and share these orally at an evaluation conference. After the conference the learner may exercise the freedom to review/rewrite the self-evaluation before final submission to the instructor/institution.
- The conference to provide both the learner and the instructor an opportunity to discuss and clarify the mutual insights of the process of teaching-learning, its joys and discomfort along with those for evaluation comments.
- The instructor needs to be a model of openness and acceptance, so that the learner feels free of any possible or imagined future reprisals.
- Confidentiality regarding the evaluation is imperative.
- The learner to be assessed for effort and progress from one point one stage to another in the learning process in practice learning. It is the process and not the person that is to be in focus of assessment.
- Gaps in learning opportunities that appear as missed, not available or not simulated for understanding and practice learning need to be identified and recorded by both the instructor and the learner to be shared with the instructor the following semester/year.
- Both the instructor and the learner to understand the goal of evaluation, as one to provide insights and joy of the learner's steadily progress to become a professional and for the instructor further growth in role of practice teaching-learning process.

## **Introduction**

The purpose of concurrent practice learning is to develop social consciousness. Sensitivity to human needs and sufferings. And practice social work intervention by concretizing theory in practice.

### **Objectives**

- a. Develop skills to aid meeting needs of people by participating in the Planning and organization of simple specific tasks and learn to involve individuals and groups in the same.
- b. Develop understanding of the causes of problems and their effects on individuals/families and group functioning.
- c. Develop skills to help individuals and families to solve simple Problems.
- d. Develop knowledge and ability to utilise various community resources And services available.
- e. Begin to develop professional attitudes conducive to work with Individuals, groups and communities.
- f. Develop skills in simple administrative procedures, like official Correspondence. Recording preparing minutes and draft reports.
- g. Begin to see the relationship between classroom teaching learning And field practice.
- h. Begin to use field-instruction for professional growth.

### **Note to practice teaching instructor**

Learning does not follow a progressively linear pattern. The tasks assigned should be structured. Specific and clearly defined. The learner should be encouraged to participate in the planning and implementing of the programme and to acquire certain programme skills. A few tasks are to be designed for the learner around problems requiring exploration. Use of community resources and simple problem solving techniques, which are related to the programme. The assessment should be based on the learner's progress and effort towards problem solving. In a reality situation where specific opportunity for learning is not available a simulated situation. The learner cannot be assessed for the same

The learner to be provided with time for an 'Individual Conference' every week. The time to be provided is about an hour. The learner is expected to submit written record of work done and the instructor is expected to enter comments prior to the conference. Process records initially, and a time task, skills learnt diary be kept. Later summary records can be maintained. A 'Group Conference' every fortnight is yet another teaching-learning situation to be provided. Minutes of these conferences to be kept, and duties for the agenda and minutes keeping be rotated among learners.

**Level**            **UG 1 (First Semester)**

### **Criteria for Practice Teaching, Learning and Evaluation**

**Development in areas of Knowledge, Skills and Attitudes.**

#### **KNOWLEDGE**

1. With the help of the field instructor, the learner begins to understand:
  - a. Factors in the neighborhood and community which affect the client System and the type of needs/problems which exist in the community.



- b Reasons for these needs/problems, such as poverty/unemployment/  
Lack of employable skills.
- c History, philosophy thrust rules regulation of services available in  
Response to these needs/problems
- d Roles of field instructor faculty advisor and field contact and whom to  
Approach for different types of guidance.

## SKILLS

With the help of the field instructor, the learner begins to:

- a Obtain information about the individuals/groups from different sources  
And select assignments such as sports competitions health campaigns early  
child programmes, hygiene and sanitation and environment awareness.
- b Select the activities and resources related to the tasks undertaken,  
Such as organizing the client system and fund raising.
- c Plan organize implement and evaluate the activity with colleagues and  
Others in the agency.
- d Involve individuals/groups in the tasks undertake.
- e Understand the method of utilizing the available community resources  
Through written personal appeals.
- f Analyse the activity in terms of the dynamics of behaviour and  
Interaction As observed in work with individuals/groups, such as co operation  
resistance and conflict
- g Relate meaningfully to: (i) Individuals/groups (ii) Colleagues/staff.
- h Participate in simple administrative procedures related to the tasks  
Such as official filing Correspondence, Minutes, reports and documentation
- i Record relevant facts (with individuals or with colleagues) related to  
the activity undertaken and utilize the recordings as a tool for learning in  
conference and seminars
- j Utilise field instruction as a medium of learning and assume  
Responsibility for one's learning for example participating in-groups and  
conferences
- k Assess the relationship between classroom teaching and field practice.

## ATTITUDE

With the help of the field instructor:

- a Learner begins to show responsibility in relation to own role in the  
Agency is regular in attending fieldwork punctual in appointments with clients  
and others and shows commitment to the work undertaken.
- b Learner begins to adopt professional attitudes pertaining to social  
Work values and principles. These are manifested in the way in which,
  - i. The learner accepts individual in spite of their socio-  
economic background and their behavior
  - ii. tries to motivate client system to participate in the task  
of problem solving.
- c Develop and manifest respect and concern for client system
- d Appreciates and acknowledges expertise of others and works  
Cooperatively with colleagues and staff.
- e Shows beginning awareness of personal strengths and limitations.

Level UG 1 (SECOND SEMESTER)

Criteria for Practice Teaching – Learning and Evaluation.

Development in areas of Knowledge, Skills and Attitudes.

KNOWLEDGE

1. The learner is able to understand:
  - a. The socio-economic background of the individuals/families and Specific groups in the client system and the needs/types of problems.
  - b. The reasons for these problems.
    - i. Micro level for example the problem of dropouts due to factors in the family and school.
    - ii. Macro level for example the problem of dropouts in the context of the and wider social educational system.
  - c. The agency's rules regulations and services which try to respond to These needs/problems.
  - d. The organizational and administrative set-up of the agency objectives Auspices, funding and staffing.
  - e. The agency as a sub-system in the wider system of health, education And welfare for example the role of the local government local self-government and voluntary efforts.
  - f. The importance of using community resources for problem solving Within and outside the agency for example the dispensary for basic health problems of the client system
  - g. The importance of planning organizing implementing evaluating problem-solving activity and change.
  - h. The importance of participation of target groups in problem-solving for Example participation of mothers in the bawled programme, teachers in school programmes.
  - i. The importance of teamwork in the agency's functioning and problem-Solving activities e.g. co-ordination and contribution of self as well as that of others in the teams
  - j. The importance of the contribution of other disciplines within and Outside the agency for example teacher, lawyer public health workers.
1. With the help of field instructor the learner is able to understand different social work approaches like curative preventive promotive and developmental. The learner is able to see the tasks in terms of the above approaches and their relationship to overall objectives.

SKILLS

1. The learner
  - a. Sees the inter-relationship between the selected methods of social Work to the needs/problem of individuals and groups.

- b. Selects relevant information from different sources about the needs/ Problem as also about individuals and groups for example socio-cultural information regarding member of a group is gathered through the members their families and agency personnel.
  - c. Begins to work independently with groups that is planning organizing Implementing and evaluating activities involved in practice of planning TB campaigns, population education programmes awareness campaigns like consumer goods sales pressure impact of advertisements AIDS/HIV.
  - d. Tries to involve the client-system in the activities undertaken, sees the Major blocks in participation like traditional beliefs and help in dealing with them.
  - e. Begins to work at the individual level (one to one basis) whenever Necessary.
  - f. Helps individuals/groups to express both positive and negative Feelings in relation to their needs/problems their capacities cope and the agency's help Learners may need help in handling such feelings.
  - g. Identifies resources and enables the client system to utilize the same.
2. Selects relevant facts for recording and attempts to write own assessment of The situation/activities.
  3. Tries to apply knowledge to practice for example use of non-formal Education techniques while working with adult semi-illiterate groups.
  4. understands the importance of team work, role and position among colleagues and agency's personnel.
  5. Understands the role of volunteers in the team begins to use skills in Orienting them to the tasks assigned involves them in planning organizing and supporting the programme.
  6. Attempts to write official letters appeals for fund-raising minutes and reports With the help of colleagues.
  7. Begins to build relationships with individuals and groups may need guidance Especially in their termination.
  8. Offers suggestions/comments. Based on practice experiences and takes Responsibility for self-evaluation.

## ATTITUDES

### With the help of the field instructor

1. Learner shows increasing responsibility in relation to own role in the agency, that is in being regular , submitting recording in time, punctual in keeping appointment with client system and others, commitment to the assignments undertaken. Is able to give reasons for having failed to perform the task taken up.
2. Increasingly adopt professional attitudes based on social work Practice principles like belief in self worth and dignity of persons in value of participation in the capacity for growth and change in the right to equal opportunities.
3. Learner is able to convey respect and concern to the client system.
4. Learner shows maturity in dealing with situations, control of impulsive Behavior and emotions in relation to client systems, and shows awareness of different cultural backgrounds and their impact.
5. Begins to show understanding of basic values and ethics of the Profession.

Core Domain	<b>SOCIAL WORK PRACTICUM</b>
Learning Opportunity Title	<b>SOCIAL WORK PRACTICUM – CONCURRENT PRACTICE LEARNING OPPORTUNITIES</b>
Learning Opportunity No.	<b>1.3.7.2</b>
Level	<b>UG 2</b>

### Introduction

This experience provides opportunity to build on earlier learning and enhance self-learning, sharpen practice skills learnt and develop new skills.

### Objectives for First Second Semesters

- Develop understanding and ability to analyse critically various Problems and needs of the individuals groups and communities.
- Develop knowledge about community resources and services and utilized them independently and effectively
- Develop process-oriented skills in work with individuals families Groups and communities in relation to tasks
- Participate in administrative processes
- Learn to integrate theory with practice
- Plan and organize tasks independently and evaluate them
- Utilize practice principles based on professional social work values
- Use field instruction to develop as a professional person.

### Note to field instructor.

- Learner shows increasing responsibility in relation to the role in the Agency i.e. in being regular submitting recordings in time punctual in keeping appointments with the client system and others, commitment to the assignments undertaken. The learner is able to give reasons for having failed to perform the tasks taken up
- Learner adopts increasingly professional attitudes based on social Work practice principles like belief in self-worth and dignity of persons in value of participation in the capacity for growth and change in the right to equal opportunity
- Learner is able to convey respect and concern to the client system
- Learner shows maturity in dealing with situations control of impulsive Behavior and emotion in relation to client systems, and shows awareness of different cultural backgrounds and their impact
- Begins to shows understanding of basic values and ethics of the Profession

The learner should get an opportunity to develop process-oriented skills in work individuals/families groups and communities in relation to social work tasks related to the needs of the client system, and clearly outline skills learnt and roles taken.Up

Learner is expected to progress from programme planning skills to progress oriented skills  
 Methods of Assessment for all concurrent practice learning self evaluation by learner  
 Join Evaluation by the learner and practice teaching-learning instructor

Level **UG 2 (FIRST SEMESTER)**

**Criteria for Practice teaching-learning and Evaluation**

**A. Social work tasks in the Agency**

With the help of the field instructor the learner,

1. Gains understanding of the agency philosophy policy objectives Administrative structure and services.
2. Gains understanding of the problems/needs of the agency as related To individuals/groups/communities she/he serve.
3. Shows understanding of the need of for appropriate selection of social Work methods (working with individuals/groups/communities) and aids the programme initiated, based on the assigned tasks.
4. Sees the connection between own tasks and agency goals.
5. Sees own tasks in relation to different approaches utilized by the Agency.
6. Identifies and assesses problems of the client system.
7. Understands in linkage between goals and services of the agency.

**B. Identification and Assessment of the need/problem**

1.
  - a. Begins to study the impact of socio-economic factors such as poverty Unemployment, illiteracy on the needs/problems for example neglect of children, status of women. Housing and sanitation.
  - b. Tries to understand the needs/problems in relation to Organizations/ Systems. For example school and place of work.
  - c. Begins to see the lack of opportunities in the neighborhood, Community society and makes an effort to relate human and material resources to needs/problems.
  - d. Becomes alert to the beliefs, traditions and preconceived notions of The client system.
2.
  - a. Observes the structure of the family and its impact on the functioning of the members.
  - b. Begins to assess the role performance of members in the context of The needs/ problems, for example alcoholic father in relation to the School dropouts.
  - c. Understands the needs/ problems of the family and tries to use Services in relation to them.
  - d. Begins to study the family as a group, that is leadership, decision-Making, scape-goating phenomenon.
3.
  - a. Makes efforts to observe the impact of individual's feelings and attitudes towards the needs/ problems.
  - b. The learner is able to observe the group dynamics in various groups, Like : as the family, committee, and recreation groups.

- c. Begins to understand the importance of the initial contacts and makes Efforts to clarify social worker's role as well as that of the client system in dealing with the problems/ needs.
- 4. Begins to understand the motivation of the client system as an indispensable Factor in enhancing social functioning
  - a. Explores the socio-economic, cultural factors which block/ enhance Motivation
  - b. Understands the impact of physical / mental handicaps on the individual's and family's functioning.
  - c. Understands the implications of existing legislation, bureaucratic Set-up and types of services available

## C. Techniques of working with individuals/Groups Communities

### 1. Problem solving skills

- a. Fact finding /data collection
- b. Understand the individual's / group's / community's needs and Problems and their eligibility for agency services.
- c. Establishes relationships, with different client, target and action group
- d. Partializes the problem for work.
- e. Establishes contract for work.

### 2. Shows capacity to

- a. Observe client system, dynamics in interactions.
- b. Listen attentively to overt and covert communications.
- c. Contain frustration related practice learning.
- d. Explore facts

### 3. a. Explain, the rationale of activities such as interviews meetings and home visits etc.

- b. Obtains the relevant information for assigned task and records them.

### 4. Shows capacity to establish a relationship which is characterized by agreeing to requests rather than the denial of an inappropriate one.

- a. i. Shows warmth and understanding.
- ii. Shows concern and acceptance.
- iii. Reaches out to the individuals/groups/communities.
- c. Begins to recognize own feelings of anxiety, prejudice, irritation and Anger towards individuals/groups, communities.
- d. Copes with the above mentioned feelings.

### Engaging individuals/groups/communities in the problem solving process And sustain their motivation

- a. i. Critical assessment of situation
- ii. involve client system in problem, solving.
- iii. Create awareness.

- b. shows ability to use environmental modification techniques.
  - c. Shows the ability to mobilize internal and external resources with Respect to the tasks undertaken.
  - d. Shows skills of programme planning and selection of strategy in Organizing tasks.
  - e. Shows beginning capacity to provide leadership and direction while Working with individuals/groups / communities.
6. Shows the capacity to understand:
- a. The organizational philosophy, policy, goals, objective, structure, Rules and regulations of the agency.
  - b. The agency as a sub-system in the wider system.
  - c. Agency's operational procedures and the need for maintaining proper records, registers, ledgers, correspondence and filing system.
  - e. The value of special projects in relation to the needs of the client Systems, like day camp, health and environment project.
  - e Shows increased ability to observe and participate in the agency process like programme implementation, staff meetings, training programmes and understand the computer system used in the agency
7. a. The learner is able to work as a member of the team,
- b. Understands and appreciates the role and expertise of other team members.
- c. Develops ability to take different roles in a team.
8. a. The learner is able to recognize the importance of gradually preparing the individual groups for discontinuation of assigned tasks due to vacation/transfer/ termination at the appropriate time.
- b. The learner shows beginning ability to recognize and deal with the Feelings and subsequent behaviour caused by discontinuation/ Termination at the appropriate time.
9. The learner is able to record:
- a. Practice learning with clarity and consistency.
  - b. Records to reflect use of relevant theory.
  - c. Learner is able to maintain a regular diary.
  - d. Learner is able to record response in relation to;
    - i The tasks assigned
    - ii The agency
    - iii Role iv. The individual/group/community in the worker's Impressions and future plans.
  - e. For the agency record selective information, file important papers, Documents, and correspondence.

#### D. Development as a Professional Person

1. Shows movement from lay to professional behaviour, for example tries to Move away from rendering concrete help for the client-system to helping individuals to think of possible solutions to their needs/problems.
2. Begins to see own use of principles of social work in work with the client System.
3.
  - a.
    - i. Becomes aware of own bias/preference in relation to certain types of persons groups etc. through help given in dealing with them
    - ii. Understands own reaction to the different needs/problems of The various groups in the setting.
    - iii. Becomes aware of own attitude towards certain of behaviours, Of the client system.
  - b. Accepts the field instructor's assessment of functioning.
4.
  - a. Projects a professional image of the social worker through physical Appearance and manner
  - b. Shows responsibility in carrying out assigned tasks.
  - c. Consciously tries to behave in consonance with the values of the Profession, for example controlling impulsive behaviour, shows sincerity and a sense of commitment to the assigned tasks.

#### E. USE OF INSTRUCTION

1. Uses field instructions for planning and carrying out the plans evolved.
2. Faces unfamiliar tasks with confidence
3. Applied theory to practice.
4. Understand the field instructor's assessment, of strength and limitation, as a tool for professional growth.
5. Shows a sense of responsibility in preparation for weekly conferences in terms of.
  - a) Submitting recordings on time for the instructor to read before the conferences.
  - b) Reading comments of the field instructor and using the same to initiate discussion, during conferences
6. Being to confine dependency arising from rather than learning to conferences in between them
7. Utilization group conference to learn from experience of other.
  - a) Participates in discussions
  - b) Understand, accepts the contribution of other, the dynamics therein, and use the process creatively for growth.
8. Shows responsibility for professional development through participation in professional activities like workshops, seminars and by updating knowledge, through different sources.
9. Practice Learning records to show :
  - a. Overall assessment and remarks of the instructor to describe learning pattern areas of strength and limitations emphasis in further learning tasks and behavior.
  - b. Learners, impressions of the agency's functioning, tasks assigned and the instructor's guidance, suggestions for the improvement of service, policies, management of services, policies, management practices of the agency, as well as for field instruction



**Level UG 2 (SECOND SEMESTER)**

**Criteria for Practice teaching learning and Evaluation**

**A. Social Work tasks in the Agency**

**The Learner**

1. Shows critical understanding of the agency's philosophy, policy, objectives, administrative structures, and services.
2. Gains greater understanding of the needs/ problems as related to individuals/ groups/ communities' she/ he serves.
3. Shows concern about the gaps between needs and services, and undertakes responsibilities in relation to them.
4. Identifies tasks and selects appropriate intervention for working with individuals/groups/ communities.
5. Sees connection between own task and agency goals, and networking among agencies.
6. Understands the handling of her/his own tasks in relation to different approaches utilized by the agency preventive, remedial, and developmental.

**B. Identification and Assessment of the Needs/Problems. The learner**

- a. Studies individuals in their social situation and identifies causal factors Between these and role performance.
  - b. Identifies and analyses the effects of Legislation, bureaucratic Structures. Red tapism, on the social functioning of people
  - c. Uses resources to create opportunities for different groups to meet needs.
  - d. Becomes sensitive to people's feelings regarding their needs/ problems requires help in handling these especially the negatives ones.
2. Observe the family inter-personal relationships and needs/problems of different members.
    - a. Begins to use multiple client interviews with family members Observes the family dynamics and needs help in dealing with differential response to the needs/problems.
    - b. Uses different interviewing techniques skills like support suggestions And reflective procedures in involving family members in the problem solving process.
  3. Understands the rationale and objectives of short term and long term groups, Open and closed groups.
  4. Observes the group process and handles differential response of members.

**C. Skills of Work with Individuals/Groups/Communities**

1. Plans interview by formulating objectives, and can evaluate the outcome.
2. Interprets individuals behaviour, like their use of coping defenses, and effect Of tradition, superstitions on behaviour.
3. Plans home visits keeping in mind the objectives.
4. a. Understands the importance of relationships by making attempts to establish and sustain relationships with individual/groups/

communities. Uses different roles like collaborative, bargaining, advocacy, change agent with awareness.

b Relates to individuals/groups/larger groups according to their varying Needs for relationships, interpreted through different types of behaviour such as attention seeking behaviour isolation, assertive behaviour.

c Is aware of but needs help to assess and to cope with feeling towards individuals/groups/communities such as anger/indifference undue attachment

5 a Identifies and is able to prioritise work based on assessment of the client sub-system in relation to the identified problem.

c With help shows more initiative in identifying the area of greatest

b With help show more initiative in identifying the area of greatest discomfort of the client system that partialities the problem from the information from the client system

c Independently recognizes block in functioning of individuals/groups

d Involves the client system in planning action for problem solving.

e Provides leadership and direction while working with individuals/groups/communities.

f Sustains and assesses motivation and needs help in creating motivation in the individuals/groups/communities in dealing with the developmental/problem situation.

g Confidently explains mutual roles responsibilities and clarifies the contract for work

6 a Shows greater ability and independence in the use of techniques in working with individuals/groups/communities such as.

i Fact finding and collating that data.

ii Advice guidance, reassurance.

iii Providing Knowledge and information

iv Creates awareness so as to provide simple workable solutions through different techniques like environment modification, reflection, behaviour change

o Mobilises human and material resources in relation to tasks assigned

c. The learner.

i Shows greater selectivity in exploring facts.

ii Utilizes appropriate techniques of fact finding.

d i Critically understands the organizational philosophy policy objectives and rules Administrative structure, and services structure

... Extends the objectives in relation to a wider system of health, education, welfare, and development programmes.

iii Supports agency's operational procedure like filing maintaining registers, ledger's correspondence, project report summary

recording minutes, reports, appeals.

- e. Formulates objectives for planning organizing budgeting evaluating special projects and working in a team.
  - f. Effectively contributions to staff meetings and provides relevant information.
  - g. Suggests changes in the agency programmes and recognizes own contribution in the agency process.
7. Elicits cooperation from others to work through different situations.
8. Takes responsibility for organizing own work-load for time and tasks.
9. Shows confidence and understanding of the rationale and procedures, for transfer and termination with individuals/groups/communities, and attempts to deal with feeling and behaviour like hostility anxiety, frustration.
10. a. Records relevant facts and maintains topical sequence with clarity.
- b. Begins to show skills in recording own responses with greater sensitivity in relation to:
- i. The tasks assigned.
  - ii. The agency.
  - iii. Profession.
- c. Organizes administrative tasks of the agency systematically, in relation to clients.
- d. Maintains a regular diary and uses it to organize workload.
- e. Shows ability to wire transfer summaries, summary recordings and agency reports.

#### **D. Development as a Professional Person**

- a. Uses supportive techniques to motivate and sustain the client system in clarifying goals and in the problem solving process.
- b. Makes appropriate choice of strategies and techniques.
- c. Discusses prejudices and preconceived ideas in relation to role in the settings, and needs help in dealing with them. As well as those to certain community or religion, faith or traditions.
- d. Projects professional self in physical appearance and manner, shows a sense of commitment's aware of own feelings (positive and negative), and can use emotional energy creatively.

#### **E. Use of Practice Learning Instruction**

- 1. Reinforces ability to utilise the educational relationship by establishing a purposeful relationship with the field instructor and using it as a medium of learning.
- 2. With the help of field instructor reaches out to new tasks.
- 3. Learns from previous and carries over this learning from one situation to another.

- Utilizes field instructor's assessment of strength and limitations to enhance own learning.
- Makes attempts and is able to identify application of theory to practice during conferences
- Shows responsibility in preparation for weekly conferences in terms of
  - a Submitting records in time for field instructor to read before conferences
  - b Reading the comments noted therein and using them to initiate discussion
  - c Actively participated in discussion at the individual weekly conferences.
- is able to confine dependency needs during conferences.
  - a Confidently presents plans for assignments.
  - b Functions with progressive independence.
  - c Discusses own potentialities and limitations with respect to the tasks assigned.
  - d Discusses own potentialities and limitations for professional growth.
  - e With help, evaluates field-instruction constructively.
- Participates and begins to take leadership in group conferences.
  - a Learns from others' experiences.
  - b Participates in discussions
  - c Identifies content for group learning.
  - d Organizes material for discussion, presents it with confidence.
- Takes initiative and responsibility for professional growth.

#### Core Domain

Learning Opportunity Title

Learning Opportunity No.

Level

#### SOCIAL WORK PRACTICUM

#### CONCURRENT PRACTICE LEARNING

1.3.7.3

UG 3

#### Introduction

This concurrent practice learning opportunity is to build on first and the second years learning. Move from simple complex and work more independently.

#### Objectives

- a Develop knowledge of factors impeding the social functioning of individuals and groups.
- b. Develop understanding and appreciation of agency's efforts.
- c. Develop ability to analyse agency's structure and function Management processes, and make efforts to effect changes in the Components of service delivery where gaps are located.

- d. Learn to utilize selectively all the methods of social work that is an integrated approach to problem solving.
- e. Assume leadership in planning, organizing and evaluating different Projects of the agency.
- f. Undertake small practice based research and administrative tasks.
- g. Participate in training of and undertake supervision of para-Professionals and volunteers.
- h. Critically evaluate existing community resources and suggest/ Initiate new services with support. Develop project proposals and Implement these.
- i. Internalize professional values and ethics.
- j. Use field instruction to integrate self as a professional person.

#### **Note to Practice teacher**

Practice learning should involve the selective utilization of all social work methods, through an integrated approach problem solving activity. The learner should also be assigned small practice based research surveys administrative and supervisory tasks related to programmes implementation, progress proposals and training of para- professional and volunteers.

#### **Level UG 3 (FIRST SEMESTER)**

#### **Criteria for Practice teaching learning and Evaluation**

##### **A. Social work tasks in the Agency**

Learner with the assistance of the field instructor should focus on emerging needs of the individual, group and the larger system.

The learner:

- 1. Through participation shows ability of understanding objectives of the agency To assess the needs/problems as related to individuals/groups and communities they serve.
- 2. Continues to assess the gaps between needs and services for example lack Of resources programmes and plans appropriate action.
- 3. Assumes tasks around problems of client system and utilizes appropriate Roles and strategies intervention.
- 4. Understands the connection between tasks and the overall goals relates Them to different approaches initiated by the agency.

##### **B. Identification and Assessment of the needs/problems**

1. The learner:

- a. Studies the inter-relationship between the different socio-economic Factors which affect individual's ability to meet and initiate services for the same.
- b. Analyses various government and voluntary organizations and their Functions in relation to the needs/problems.

- Link client system to resources and initiate collaboration

- Understands people's feelings in the helping process and deals with them confidentially.

- The learner

a. Studies the family dynamics and begins to utilize 'here and now' situations for a healthy family life

b. Confidentially conducts joint and family interviews and deals effectively with the different individuals involved.

Mobilizes family members to work as a unit in relation to their needs/problems and promotes relational bonds

c. begins to be aware of the different objectives of home visits for example to establish the relationships to assess the quality of inter-personal relationships and to gain knowledge of the family's functioning.

2. The learner: Identify short term and long term groups formulate objectives and programmes keeping in mind the rationale for forming such groups

4. Uses the groups process in various situations for example teamwork Committee meetings to bring about planned changes.

## **2. Techniques of Work with Individuals Groups and Communities**

- The learner

a. Plans interviews

b. tries to involve individuals in the interviews.

c. focuses and directs the interviews when necessary.

2. Through interviews tries to find out the effect of the needs/problems on functioning of individuals in the various sub systems for example family school work etc.

3. Conducts multiple client interviews but needs help in interpreting and utilizing them to bring about a change.

4. Attempts to use social work skills in various situations.

i. Confidentially establishes and sustains relationships with different individuals and groups

ii. Uses relationships as a means of eliciting participation of individuals. Reach individuals and groups

iii. Begins to recognize the element of transference and counter-transference in relationships but needs help in dealing with it

5. Through interviews tries to find out the effect of the client system in relation to the capacity/need needs/problems and gains confidence in carrying them

6. is able to handle feelings towards individuals/groups and communities fairly yet and begins to use them therapeutically

7. Engagement in the problem solving/helping process

a. Learner shows the capacity to select key issues to identify areas of strength and deficit of the client and forms a contract for work accordingly

- b. Based on recognition of needs and problem works on blocks which impede the functioning of the individuals/groups/communities and begins to pan with them. Strategies to overcome them.
- c. Shows increased ability to use leadership and give direction to Motivate and sustain the efforts of the client system.

#### 7. Problem solving techniques:

The learner

Is able to independently use and integrate the use of techniques in working with individuals/groups/communities such as:

- a. Fact-finding
- b. Providing knowledge and information guidance, reassurance.
- c. Creating awareness so as provide workable solutions in the problem Solving process.
- d. Uses reflective discussion differentially.
- e. Analyses critically the available resources in terms in terms for their Utility and adequacy.
- f. Independently explores for problem solving.
- g. Uses the appropriate techniques for fact gathering/data collection.
- h. Explores and utilizes secondary sources to obtain necessary data.

#### 8. Administrative skills

- i. The learner shows the capacity to get a grasp of:  
The organizational structure formal and informal set-up rules and informal set-up rules and regulations services and policies.
- ii. Increased understanding of the agency's role and various Programmes in relation to the wider systems.
- iii. Grater capacity and independence to carry out correspondence Writing referral notes. Maintaining registers, ledgers and documentation.
- iv. A fair degree of efficiency and accuracy in handling simple accounts.

The learner

- i. Prepares a draft proposal stating objectives, in planning or organizing, Budgeting, evaluating and areas of working in a team.
- ii. Prepares reports for presentation.
- iii. Organizes a staff meeting contributes to the meetings and also Interprets ones own role.
- IV. Suggests changes in the agency programmes and sees own Contribution to the agency's progress.
- v. Takes greater initiative in organizing workload and can manages the Various assignments within the available time.

## **Focus: Learning**

Apprentice is able to identify the factors that are able to record the process of working with the complexities of interaction with the system/sub-system

### **Relevant Learning Objectives**

- i. Analysis of individuals creates community needs/problems as perceived and workers own responses
- ii. Problem-solving techniques including interviews
- iii. Worker's interaction and role
- iv. Documentation
- v. Future plans.

Learner utilizes the importance of being a professional in terms of

- i. Organizing files and folders
- ii. Managing records, papers and documents
- iii. Managing a diary

Learner knows the importance to write transfer summary which includes

- i. Summary of tasks
- ii. The different modes of intervention utilized in working with individuals/group/communities
- iii. The various approaches utilized and the impact of one approach as against another.

## **Developing a Professional Perspective**

With help the learner

- i. Recognizes nature of the different roles performed
- ii. Begins to use principles and techniques of social work selectively for "problem-solving" and "helping" techniques according to the dependence on the system
- iii. Begins to analyze own position and recognizes both the constructive options and use of defense mechanisms in terms of their effect. Begins to work to identify and resolve objectively.
- iv. Learner begins to importance of upholding the image of the professional, for which one's own behaviour and begins to review to review own role as a professional.

Understands the roles played by the client system and other disciplines in the helping process, and gives them due respect and recognition Works with the understanding that learning is a quest

### **Method of Assessment**

Concurrent Practice Learning Opportunity on going assessment should include the following to show that the learner



**Note--- Concurrent Practice Learning Evaluation.**

The following guidelines are to support continued assessment by the instructor. A detailed evaluation to be developed by its institutions based on areas assigned for practices.

1. Confidently establishes a purposeful relationship with field instructor and uses it as a medium of learning and feels free to express own views.
  - i. Identifies and works with increasingly complex tasks around a problem or need.
  - ii. Faces unfamiliar tasks with increasing confidence.
  - iii. With the support of the field instructor undertakes new tasks.
  - iv. Is able to transfer learning from previous experience to new situations/ Tasks.
  - v. Assesses own strengths and weaknesses, sees their effect on Learning and plans learning process accordingly.
  - vi. Identifies application of theory to practice during conferences with Greater independence.
2. Shows responsibility in preparing for weekly conferences in terms of:
  - i. Submitting recordings in time for the field instructor to read and comment on before the conference.
  - ii. Reading the comments therein and using them to initiate discussion.
  - iii. Understand the records to show interest engagement in practice and growth as a practitioner.
  - iv. Takes greater initiative for innovative planning.
  - v. Learns from conference and works on new and complex assignments with progressive independence.
3. Participates in groups conference:
  - i. Learns from other's experiences.
  - ii. Initiate discussion and takes leadership, encourages other to do the same.
  - iii. Identified content for group learning and problems solving.
  - iv. Organizes material for discussion and presents it with confidence.
4. Take responsibility for evaluating work in relation to the task assigned.
5. Understand the significance of evaluation as means of growth for a professional person.

### Criteria for Practice teaching learning and Evaluation

Field instruction should focus on the content of problem analysis in the curriculum. Learners should be encouraged to initiate and analyse the process of working with individuals/groups/communities.

#### A. Social Work tasks in the Agency

1. The learner analyze the
  - a. Agency's objectives and policies.
  - b. Needs/problems and issues as related to individuals/groups/large groups.
  - c. Services.
  - d. Agency's efforts at networking/collaboration with other agencies like governments and local bodies and other NGOs.
2. Learner is able to assess
  - a. Utilization of social work methods including research, in relation to the tasks and programmes of the agency.
  - b. Contribution to agency functioning.
  - c. Learner is able to suggest guidelines for future plans/programmes for the Agency.

#### B. Study/Identification and Assessment of needs/problems, and issues

1. Shows capacity for analytical approach to the role of the various organizations in relation to the client system.
2. Identifies the need for short-term/long-term groups, open/closed and therapeutic relation to problems/needs of the client system. Understands and utilize developmental and therapeutic approaches as client needs.
3. Learner is able to apply techniques of work with individuals/Groups/Communities
4. Learner is able to select a problem area for study, and conduct a small field Based research study, under the guidance of the field work instructor
5. Learner shows initiative and capacity to relate in conference the connection between the problem/needs of the client system and the socio-economic/Political factors existing in society

#### The learner

1. Confidently, utilizes an integrated approach to social work practice
2. Forms different types of groups and works with them independently initiates groups process and use these consciously as a means to initiating change in the system/sub-system
3. Identifies various types of relationships and uses them selectively for treatment and development of the client system

- b. Analyses feelings objectively and shows ability to deal with them so as to Ensure professional development and benefit to the client system.

#### 4. Engagement in the Problem Solving/Helping Process.

Learner shows ability to independently:

- a. Assess motivation and capacity of the client system and to engage Individuals, groups and communities in the helping process/plan of action.
- b. Partialize the problem and arrive at the focus of work with the client System.
- c. Explore facts through primary and secondary sources and use them for action/treatment together individuals/groups and communities.
- d. Select and use different problem solving techniques.
- e. Educate and motivate the client system to utilize existing services and put Up project proposals for new services and initiate the these based on needs/problems.
- f. Use appropriate media/ tools according to the situations/ tasks.

#### 5. Administrative Skills

- a. Identify administrative processes such as leadership authority communication pattern formal/informal and made use of them with increased independence to promote agency's work.
- b. Participates in bard/staff meetings, prepare the agenda and write minutes
- c.
  - i. Examine office procedures.
  - ii. Handle finances in the agency/keep a budget for specific projects.
- d. Plan/organize, implement and evaluate special projects/programmes.
- e. Work on compiling manuals and write reports, and support changes in Existing policies.
- f. Interpret the findings of the research study to various groups, like Management and client groups.
- g. Plan assignments, training programmes and supervise volunteers and Para professionals.
- h. Maintain different types of records and use them appropriately.
- i. Understand agency's specification, plan and carry out programmes Accordingly.

#### 6. Learner shows ability to carry out a small practice based research under The guidance of the field instructor and consultation of research faculty if necessary, and thereby shows abilities to.

- a. State the major questions for study, and list the major variables.
- b. Identify appropriate primary and secondary sources of data in order to arrive at answers to the questions for study.
- c. Identify the total population affected by the problem being studied, and scientifically select a sample from this population for the research project.

- d. Formulate an appropriate, structured tool-either a questionnaire, interview schedule, or schedule for recording data
- e. Present a written statement of the plan for study containing a description of the problem identified, the reason for selection of the objectives, questions and variables for study, the choices of sample and tools for study, containing a description of the problem identified, of the problem, the objectives, question and variables for study, the choices of sample, and tools, for study.
- f. Utilize the appropriate technique for collecting data
- g. Process the data. Formulate simple frequency tables and use simple statistics
- h. Prepare a report on the practice-based research.

#### **3. Recording**

Learner is able to

- a. Learner is able to write a summary record showing interaction within a system/sub-system with special emphasis on
  - i. Analysis of needs/problems and its effects on individuals, groups and community.
  - ii. Evaluation of worker's intervention
  - iii. Future plans.
- b. With help learner begins to selectively utilize different types of records like transfer summaries, block summaries and reports

#### **C. Administrative Skills**

Learner can independently utilize administrative skills like, correspondence, filing important papers, maintaining a diary, appeals for funds, project proposals and press releases

#### **D. Development as a Professional Person**

##### **9. The Learner**

- i. Shows a sense of commitment to the client system and to the profession
- ii. Engages in an on-going self-evaluation and discusses this objectively with instructor
- iii. Understands own role in the team with members of other disciplines and the client system. The learner's work is characterized by mutual respect for the above-mentioned and a sense of humility conscious and continuous effort to learn and to grow
- iv. Recognizes the needs and develops leadership among others

##### **10. Use of Field Instruction**

1. Learner is able to work independently with minimum guidance from field instructor. Learner assumes leadership and other roles in individuals and Group conferences.
2. Learner can independently
  - i. Identify and work with complex situations.
  - ii. Plan for conferences by preparing an agenda or material for Discussion.
  - iii. Discuss the relationship between theory and practice.
  - iv. Evaluate constructively in relation to systems' need/problems

प्रति,  
उमविशी संलग्नीत सर्व समाजकार्य महाविद्यालयांचे  
मा.प्राचार्य, यांना...

विषय:- बी.एस.डब्ल्यू. तृतीय वर्षाच्या अभ्यासक्रमाबाबत.

संदर्भ:- परीपत्रक क्र.१२५/२००३,

जा.क्र.उमवि/१२/एमएमएसएस/१५२९/२००३, दि.४/६/२००३.

महोदय,

उपरोक्त संदर्भित पत्रानुसार विद्यापीठ अनुदान आयोगाचे व विद्यापीठ अधिकार मंडळाने घेतलेल्या निर्णयानुसार शैक्षणिक वर्ष २००३-२००४ पासून मानसनिती व समाजविज्ञान विद्याशाखेतील प्रथम, द्वितीय व तृतीय वर्ष बी.एस.डब्ल्यू. चा अभ्यासक्रम लागू करण्यात आलेला आहे.

तदनुषंगाने आपणास कळविण्यात येते की, वरील संदर्भित पत्रानुसार पाठविलेल्या तृतीय वर्ष बी.एस.डब्ल्यू. अभ्यासक्रमासोबत पेपर क्र.५ सोशल पॉलीसी, सोशल प्लॅनिंग अँड सोशल अॅडमिनिस्ट्रेशन चा अभ्यासक्रम काही तांत्रिक बदल करण्याविषयी सूचना विद्याशाखेमार्फत केली असल्याने कार्यवाही राहिली होती.

तरी प्राप्त आदेशानुसार शैक्षणिक वर्ष २००५-२००६ पासून लागू झालेल्या तृतीय वर्ष बी.एस.डब्ल्यू. अभ्यासक्रमामध्ये सोबत पाठविलेल्या पेपर क्र-५ Social Policy, Social Planning & Social Administration ह्या विषयाच्या अभ्यासक्रमाचा समावेश करावा. करीता आपणास विनंती की, या पत्राचा आशय संबंधित प्राध्यापक व विद्यार्थी यांच्या नजरेस आणून देवून पुढील योग्य ती कार्यवाही करावी.

कळावे,

सोबत:-वरीलप्रमाणे

*21/06/05*  
उपकुलसचिव

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**SOCIAL POLICY, SOCIAL PLANNING & SOCIAL  
ADMINISTRATION**

**A) Social Policy-**

- 1) Concept, Definition of Social Policy
- 2) Guiding principles for the formulation of social policy. The process of policy formulation
- 3) Approaches to social policy - United, integrated and sectoral .
- 4) Role of Social Worker in formulation of social policy
- 5) Role of state in formulation of social policy. Evolution of social policy in India. Historical perspective.

**B) Social Planning -**

- 1) Concept, Definition of social planning, scope of social planning. Linkage between social policy & social planning - planning as an instrument & source of policy.
- 2) Planning process & machinery -  
The machinery & process of social planning in India and implementation of social planning at various levels.  
A review of welfare programmes & Health & family welfare, social welfare & antipoverty programmes -

**C) Social Welfare Administration -**

- 1) Concept, Definition of social welfare administration.
- 2) Personnel administration - Personnel policy & Planning - recruitment, Selection & induction, terms & conditions of employment.
- 3) Financial administration - Budgeting & auditing fund raising practices - Governmental & Non Governmental funding.
- 4) Central Social Welfare Boards and State Social welfare Advisory Board. Ministry of Welfare at Central and State level.

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